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ABSTRACT

Objectives, project personnel, procedures, accomplishments, and problems of the Mobile County (Alabama) three-year career education project are described in the report. Successive reductions in funding severely handicappped implementation of the model program in the large county school system. Two major accomplishments during 1974-75 emphasized leadership training and counseling services. A career guidance leadership day, attended by business and industry leaders and educators, provided a knowledge base for a 60-hour career guidance institute for 31 teachers, counselors, and educators to upgrade programs and relate program outcomes to business requirements. Appendixes (57 pages) include: institute goals, agenda, list of participants and invited persons, activity sheet, and a summary of participant comments; the structure of the counseling program and an innovative career group guidance program for grades 6-12; and behavioral objectives for the counselors and students. Appended materials also include correspondence and counselor comments on a group dynamics workshop. A proposal funded for 1975-76 will continue project development. (RG)

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FINAL REPORT

Project No. RCU-D-74-S003-B

Mobile County Public Schools
Career Education Project

Conducted Under
Part D of Public Law 90-576

The project reported herein was conducted pursuant to a grant with the Alabama State Department of Education, Division of Vocational Education and Community Colleges. Contractors undertaking such projects under State Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

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June 10, 1975

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I. INTRODUCTION

Program Orientation

In order to understand the project, a brief description of the setting and background information related to the successes and constraints of the prior two years and Phase II of the Career Education program is provided.

A. Setting of the Mobile County Public School System

Mobile County, located in southwestern Alabama along the coast of Mobile Bay and the Gulf of Mexico, is an area with a diverse, rapidly growing economy. Included in the economy of the county are fishing industries, agriculture, forestry, paper manufacturing, ship building, the State Docks and booming oil production. There are several rural communities, each centered around a particular industry - Citronelle, oil and forestry; Bayou La Batre, seafood industry; Theodore - Grand Bay - Semmes, agriculture and horticulture. The urban industrial area includes Mobile - Prichard - Chickasaw - Saraland - Satsuma, where the paper mills and the State Docks are located along the Mobile River. Also, along the river north of Mobile are chemical industries which employ many persons living in the county area. (See Map, Appendix 1) According to the 1970 census, Mobile County has a total population of 317,303 and a racial composition of 32.5% non-white and 67.5% white.

B. Background Information Relevant to Understanding the Project

A 1972-73 Career Education Research and Development project funded under Provisions of Part C of Public Law 90-576 enabled Mobile County Public Schools to build the foundation for a viable career education program. The research design was tested in ten pilot experimental schools and compared with ten control schools. Evaluation results yielded significant differences in the experimental schools and control groups. As a result of the research study, a Career Education model for implementation in large metropolitan school systems such as the Mobile system was developed.

The model set forth plans for implementation to occur in three Phases in three successive years provided funding was available for accommodating training, dissemination and services in all schools.

Funding for Phase I was made available under Provisions of Part D of Public Law 90-576 and was less than one-half of the original funding. This amount was considerably less than was needed to accelerate implementation. Funding limitations necessitated the reduction of the staff of seven to a staff of four. However, all proposed objectives were accomplished with the assistance of in-kind services.

Phase II, 1974-75 funding under Part D was cut by 38% the amount of Phase I. The further limiting of funds resulted in reducing the staff to two professional persons and one clerical. Services were provided in all 82 schools for 2,769 teachers and 64,674 students. Of these teachers 1,643 were white and 1,126 were black. There were 35,204 white and 29,470 black students. Of the 82 schools, there are 15 high, 16 middle and 51 elementary. At the present time, implementation has been accomplished in 5 elementary, 7 middle, and 5 high schools. Various implementation efforts have been accomplished through orientation and training of guidance personnel, the establishment of eleven ESAA Career Centers in eleven high schools, and as a result of requests for information and services in various other non-full-implementation schools.

In an effort to interface and extend funded programs, an ESAA sub-contract was used to provide consultant services to enable ESAA center personnel and Career Education personnel to interface applicable innovative elements of each program into a more comprehensive guidance program. The activities generated by this contract have resulted in a study that brought about the development of specific middle school and high school innovative guidance program plans that will be implemented in 1975-76 when vocational and regular school guidance personnel become a unified team to provide these services to every student in all grades 6-12. (See Appendices 2 and 3) The further development and completion of the sub-contract activities is currently in progress and will provide complete orientation of all guidance counselors and administrators to implement the newly designed integrated programs which will provide sequential career group guidance for all students grades 6-12 among other priority guidance activities.

Further Phase III, 1975-76 implementation impetus resulted from a 60 hour National Alliance of Businessmen funded Career Guidance Institute conducted February 17, 1975 - March 29, 1975. (See Appendix 4) This institute was coordinated and directed by the career education staff for 31 participants representing administrative, supervisory, guidance and teaching personnel in schools who had not previously implemented career education. A commitment to implementation in 1975-76 was a prerequisite to enrollment in the institute. However, the prospect for activation of Phase III implementation has been greatly lessened if not entirely eliminated by notice received from the Alabama State Department of Education, Vocational/Technical Division that no Part D funds will be available for funding 1975-76. (See Appendix 5)

The total funding received during the three years has been as follows:

1972-73	$120,000	Research and Development, Part C
1973-74	57,000	Phase I Implementation of Model, Part C
1974-75	35,000	Phase II Implementation of Model, Part D
Total	$212,000	

C. The Current Problem

The uncertainty and/or severely restricted progress toward implementation can be relieved by the provision of sufficient funds to fully implement the four components into the remaining sixty-four schools and expand the program to include the innovative approach to group guidance for all middle and high school students on a continuing basis. Once sufficient support is given to complete the task of such large proportions, it will become a part of the mainstream of curriculum with a minimum of continuing support.

II. OBJECTIVES

The objective of Phase II of this project during 1974-75 was to implement the Career Education Model developed by the Mobile County Public Schools, in all schools to the extent possible with existing resources. All activities have been consistent with the objectives stated in the model.

Principal Project Objective

The thrust of the entire program was based on the premise that students' career decisions are the most important decisions resulting from their educational experiences. Therefore, all objectives and procedures were developed and directed toward accomplishment of the principal objective of career education which must be:

> To help students develop the knowledge, skills, and attitudes necessary for the development and implementation of a career plan so that upon leaving school they will have made tentative career choices with awareness of available and continuing career options, and will be prepared to:
>
> a. enter a job.
>
> b. enter a job-training program.
>
> c. enter a program of higher education.

Staff Development Objectives

It is through purposeful training that an understanding and a working knowledge of career education is acquired. Leaders in the development of career education have found that educators need help in gaining a perspective of the implications of career education for students and of the implications for change in the education process. Change is motivated by apparent and/or felt need, is usually an evolving process, and is facilitated by professional development. Specifically, career education requires change in the:

1. Attitudes of educators toward the importance of work.
2. Attitudes of educators toward different kinds of work.
3. Attitudes of educators toward the priorities of educational goals.
4. Educational processes used by educators.

Educators must be helped to see beyond their previous training and experience to understand the career education concept of the ends and means of education.

Principles of learning point up that learners learn best through: (1) real and vicarious experiences and participation; (2) repeated exposure to new material and approaches, and (3) experiences related to their previous experience and knowledge. Once the learning has been accomplished, immediate reinforcement should take place through practical and successful usage.

With the aforementioned in mind, the following is an outline of the major objectives and processes for training educators in the WHY, WHAT, AND HOW of career education.

Leadership Training

The content and sequence of training events are essentially the same for all leadership personnel. Experiences of leaders in career education implementation have found that educators need experiences indepth over a period of time to gain sufficient understandings to effect the desired change.

In order to accomplish leadership training the following suggestions are made:

OBJECTIVE 1: Leadership personnel will be fully assured of the school system's commitment to the implementation of Career Education.

One of the most important factors in the successfulness of implementing career education is the extent to which school system personnel understand the school system's commitment to the career education concept.

It has been made unmistakably clear that the resources and administrative framework will be made available for school system personnel to implement career education and that, accordingly, they will be held accountable for so doing.

Such a commitment for implementation of career education must be made by the school board and expressed to school system personnel by the superintendent and his staff.

OBJECTIVE 2: Leadership personnel will understand the rationale for career education.

The rationale for career education is that of a comprehensive educational program focused on careers, which begins in kindergarten and continues through the adult years. Career education is designed to help students develop the knowledge, skills and attitudes necessary for the development and implementation of a career plan so that, upon leaving school, they will have made tentative career

choices, with awareness of available and continuing career options. Career education provides job information and skill development and also helps students to develop attitudes about the personal, psychological, social and economic significance of work.

OBJECTIVE 3: Leadership personnel will receive a thorough world-of-work orientation.

A world-of-work orientation can be accomplished by:

1. A presentation by and interaction with community resource persons who recognize and can document the need for career education.

2. A presentation which depicts career education implications for a more relevant curriculum in the school and community setting and the consequent potential for increased student motivation and success.

3. On-site visits to local businesses, industries, technical schools and other institutions of higher learning where opportunities can be provided for:

   a. first-hand observation of the world of work.

   b. in-sight into the various work roles and the implications for student preparation.

   c. exploration of career areas and resources available to educators.

   d. acquiring information about the manpower training needs of business and industry.

   e. acquiring information about the employment outlook and trends.

   f. an awareness of the need for increased emphasis on providing technical training opportunities for students.

   g. gaining information about the effectiveness of the school system in terms of its recent products in the work setting.

OBJECTIVE 4: Leadership personnel will acquire an understanding of career education concepts and objectives.

An understanding of career education concepts and objectives can be effected by:

1. An examination of the scope and sequence of concepts and the components of career awareness, career exploration, and career development.

2. A study and resulting interaction of career education concepts and objectives.

3. Interaction based on the implications of each concept for the individual and for society as a whole.

4. Demonstrations of the fact that career education is a "pulling together into a meaningful package" of concepts which have long existed in the curriculum and which are authoritatively rooted in accepted instructional practice.

OBJECTIVE 5: Leadership personnel will become familiar with the appropriate implementation procedures to be utilized in accomplishing career education objectives.

Familiarization with the appropriate processes to be utilized in accomplishing subject area/grade level career education objectives can be effected by:

1. Study of suggested implementation procedures.

2. Demonstrated use of processes such as simulation, role-playing, field trips, resource persons, group counseling.

3. Teachers having experiences gained from professional development processes which utilized many of the activities teachers use in the classroom.

4. Use of career education curriculum adaptations.

OBJECTIVE 6: Leadership personnel will become familiar with available career education materials and resources.

Familiarity with available career education materials and resources can be accomplished by:

1. Examination and review of state adopted textbooks in current use.

2. Examination and review of materials available in local Materials Center and listed in Career Education Bibliography.

3. Examination, review and evaluation of commercial materials.

4. Provision and examination of a listing of available resources both human and material.

5. Review of materials and resources located in the school and community.

6. Practical experience in locating, examining and reviewing appropriate materials needed to accomplish a specific purpose.

OBJECTIVE 7: Leadership personnel will acquire the necessary skills and knowledge for fusing career education concepts and objectives with existing curriculum concepts and objectives.

Through:

1. Identification of the kinds of career concepts and objectives now taught.

2. Examination of career education curriculum adaptations.

3. Practical experience in fusing concepts and objectives with review and suggestions for improvement and modification in terms of applicability and desired pupil outcome.

4. Identification and examination of units and texts used for fusion.

5. Fusion of career education concepts and objectives with an existing unit.

OBJECTIVE 8: Leadership personnel will understand the roles of all personnel involved in the career education process.

Specific roles, peculiar to individual schools and/or school systems, should be clearly defined for all categories of participants in terms of role and limits. Roles should be described for positions such as:

Superintendent
Assistant Superintendents
Principals
Supervisors
Career Education Specialists
Career Education Director
Placement Specialist
Teachers
Resource Teachers
Vocational Coordinators
Vocational Counselors
Guidance Counselors

Small group discussions of hypothetical situations in which the various roles would come into play would be appropriate:

Example: Discuss the role expectations and limits of vocational counselors, guidance counselors, and the placement officer, and how they relate to each other, in helping students finalize and implement career plans.

OBJECTIVE 9: Leadership personnel will acquire the necessary knowledge and skills for assisting with classroom implementation of career education.

Prerequisite to implementing, leadership personnel must have had extensive exposure to the areas listed in the aforementioned objectives.

Beyond a personal knowledge of career education, leadership personnel should have fundamental knowledge and training in:

1. Basic teaching and learning techniques.
2. A desire to assist all students to experience success related to the students' own goals.
3. Knowledge of instructional accountability factors specified by the school system.

ELEMENTARY TERMINAL AND ENABLING OBJECTIVES

1. Learners will develop positive self-concepts.

   1.1 The learner will identify three things he does well.

   1.2 The learner will demonstrate a feeling of personal worth by volunteering and carrying out room duties to the satisfaction of the group.

      1.2.1 The learner will demonstrate a sense of importance and belonging by participating in class discussions.

   1.3 The learner exhibits positive attitudes toward his own potential by volunteering for a variety of activities.

   1.4 The learner will become aware of his potential for success through a one-to-one conference with the teacher.

      1.4.1 The learner will identify some of his strengths and limitations during a conference with the teacher.

   1.5 The learner will exhibit personal pride in executing duties or activities.

2. Learners will recognize the dignity and worth of each individual.

   2.1 The learner will demonstrate ability to get along with others by listening and participating in group activities.

   2.2 The learner will encourage efforts of classmates by appropriate comments.

   2.3 The learner will make overt responses in recognition of the achievement of all classmates.

3. Learners will understand that not all work can be interesting or fun, but that there is satisfaction in work well done.

   3.1 The learner will show satisfaction in doing classroom jobs well by positive verbal or non-verbal behavior.

   3.2 The learner will show that jobs done are important to self and others through simulated situations.

   3.3 The learner will gain personal satisfaction by using planning and forecasting talents in a work task.

   3.4 The learner will identify five reasons why work is satisfying to various workers.

3.5 The learner will indicate by what he tells, how he gained personal satisfaction by functioning as a part of the team.

4. Students will know that work means different things to different people.

4.1 The learner will classify a variety of jobs with the appropriate worker.

4.2 The learner will identify some work activities that may be occupations for some and recreation for others.

4.3 The learner will list reasons why people choose the kinds of work they do.

4.4 The learner will list the different kinds of personal rewards to be gained from work.

5. Students will learn of the importance of work to each individual and of each individual's responsibility for contributing to the world of work.

5.1 Learners will tell how work helps them have a better way of life.

5.2 Learners will tell how what they have or would like to have is a result of someone's working.

6. Students will learn that all socially useful work is important to society.

6.1 The learner will explain why all socially-useful work is necessary in society.

6.2 The learner will show through simulation that workers depend upon other workers to provide a wide variety of goods and services.

7. Students will learn that the world of work has been and is in a continuous state of change.

7.1 The learner will show through role-playing the various methods of doing a job.

7.1.1 The learner will compare changes in methods of doing work.

7.2 The learner will list kinds of work which is no longer needed because of technological advances.

7.3 The learner will forecast some kinds of work which likely will change or be eliminated in the future.

8. Students will learn that habits and traits of dependability, honesty, punctuality, loyalty, and an ability to communicate and work with others are necessary attributes for an effective worker.

   8.1 The learner will tell why habits and traits of dependability, honesty, punctuality, loyalty and an ability to communicate and work with others are necessary attributes for an effective worker.

      8.1.1 The learner will identify a worker he knows and tell how the habits and traits of dependability, honesty, punctuality, loyalty and ability to communicate and work with others affects his work and others.

      8.1.2 The learner will tell how his use of the habits and traits of dependability, honesty, punctuality, loyalty and an ability to communicate and work with others makes him an effective worker in the classroom.

9. Students will become familiar with the kinds of work different people do in each of the 15 job clusters.

   9.1 The learner will identify the workers and tell whether they provide goods or services or both.

   9.2 The learner will select an item and trace the workers involved in the production of this item from the raw material to the finished item.

   9.3 The learner will identify the 15 clusters and group some jobs in each cluster.

   9.4 The learner will identify one or more workers and describe tools he uses and how he uses these tools.

   9.5 The learner will identify many workers of many different kinds of work by their wearing apparel.

   9.6 The learner will identify many workers of many different kinds of work by tools of trade.

   9.7 The learner will identify many workers of many different kinds of work by job performance.

10. Students will understand and appreciate the importance of a free enterprise system to a democratic form of government.

   10.1 The learner will list several advantages of a free enterprise system over a command system.

10.1.1 The learner will list the potential for private ownership of business and industry in a free enterprise system.

10.1.2 The learner will explain why free enterprise allows persons to have a choice about the kinds of work they do.

11. Students will learn of the total curriculum's inter-relationship with the world of work.

11.1 The learner will describe how the things they learn in school will aid them in the world of work.

11.1.1 The learner will select a possible job and tell how each subject he studies relates to this job.

MIDDLE SCHOOL OBJECTIVES

1. Learners will know the effects of individual interests, abilities, attitudes, and values on decision-making.

   1.1 The learner will cite through group interaction individual areas of interest.

   1.2 The learner will discuss in small and large groups the potential of his abilities.

   1.3 The learner will compare some of his individual values with those of his classmates during group participation.

      1.3.1 Record session (photographs, tapes, etc.)

      1.3.2 Develop charts.

   1.4 The learner will assess his individual values by using an inventory checklist.

      1.4.1 View transparency; filmstrip.

      1.4.2 Prepare own checklist -- poster or chart.

   1.5 The learner will demonstrate through role-play how interests, abilities, and values directly affect his range of occupational choices.

      1.5.1 Record sessions.

      1.5.2 Photograph skits, etc.

      1.5.3 Role-play.

2. Learners will resolve to respect the rights of individuals to have a diversity of interests, abilities, attitudes, and values.

   2.1 The learner will identify and discuss the diversity of individual interests, abilities, attitudes, and values among acquaintances.

   2.2 The learner will compare the existence of diversity of interests, abilities, attitudes, and values among other significant persons.

      2.2.1 Discuss film or slides viewed.

      2.2.2 Interview resource persons.

      2.2.3 Select role model and support reason for choice.

   2.3 The learner will exhibit the concept of the inalienable rights of individuals to have differences through positive relationships (verbal and non-verbal) with peers and others.

      2.3.1 Respond to simulated situations.

2.3.2 Participate in group discussions with persons presenting different points of view, differentiating between fact and opinion.

2.3.3 Develop a "Bill" with the Bill of Rights.

3. Learners will recognize that personal satisfaction can be achieved from work experiences which are commensurate with individual abilities, interests, personality traits and values.

3.1 The learner will identify some types of occupations that are more interesting than others during small and large group interaction (view cartoons, filmstrips, etc.; listen and respond to records or tapes; evaluate interview -- orally or in writing.)

3.1.1 The learner will demonstrate satisfaction and personal pride in supporting and explaining why certain occupations are more interesting than others.

3.1.1.1 Dramatize - role-play; illustrate (posters, cartoons); discuss and summarize.

3.1.1.2 Conduct interview and make oral report to class.

3.1.2 The learner will identify, during conference with teacher(s), some of his strengths and weaknesses.

3.1.2.1 Formulate plans to build on strengths and minimize weaknesses by setting self-imposed goals -- (punctuality, perserverance, respect for authority and consistently getting along with peers.)

3.2 The learner will show satisfaction from completion of some necessary tasks.

3.2.1 Organize a simple plan of operations to perform a task from beginning to end. Explain each step through illustration or construction.

3.3 The learner will identify during discussions and list several reasons why various occupations are satisfying to certain people.

3.3.1 Review "want ads;" radio and TV advertisements.

3.3.2 Review on site field trip.

3.3.3 Simulate situations on bases of the use of other media.

3.3.4 Volunteer to play supporting or leading role in dramatization.

4. Learners will identify and describe (orally and in writing) occupational classifications, titles and requirements within his cluster of interest during small and large group sessions.

4.1 The learner responds positively (verbally and non-verbally) to resource person(s) who explains occupational classifications within clusters of interest.

4.1.1 Identify and differentiate between various job clusters of interest, titles, requirements and occupational classifications from materials viewed.

4.1.1.1 Discuss

4.1.1.2 Illustrate

4.1.1.3 Formulate new clusters

4.2 The learner will discuss different clusters of interest with teacher/counselor, and will indicate his preference, cite reason(s) for preference.

4.2.1 Interest, ability, need (personal)

4.2.2 Availability of industry

4.3 The learner will list at least three specific sources of information for job descriptions within his cluster of interest.

4.3.1 Through simulated situations with peers, teacher/counselor or others, the learner will demonstrate skill in identifying and utilizing the various sources of information for job descriptions within his cluster of interest.

4.4 Following role-modeling experiences, inventory checklist exercises, and/or interviewing resource person(s), the learner will combine some jobs within certain clusters of interest.

4.4.1 Transparency overlays; posters or other illustrations.

4.5 Given several job clusters, the learner will be able to separate job titles within at least three occupational classification of interest.

4.5.1 Conduct interview(s).

4.5.2 Develop booklets; diaries, etc.

4.5.3 Activity sheets for categories — clusters.

5. Learners will acquire insight of the social and economic value of work.

5.1 The learner will list and discuss (orally and in writing) during group interaction, ways that work helps him have a better way of life in our society.

5.1.1 The learner will show through simulation how societal needs can be satisfied through work activities.

5.1.1.1 Role-play; puppetry; cartoons and posters.

5.2 After interviewing resource person(s), taking field trips for on site observations and other first-hand experiences the learner will demonstrate a sense of belonging by discussing in depth with peers, teacher/counselor how ecopomic needs can be satisfied through work.

5.3 The learner will exhibit positive attitudes toward achieving his potential by volunteering for a variety of activities, including on-the-job work experience information.

6. Learners will be aware that education, career, and life style are inter-related.

6.1 After viewing film or movie, the learner will discuss the inter-relationship of education, career and life style as shown in media.

6.1.1 Cite similarities and differences.

6.2 The learner will list through oral and written discussion the components of a life style.

6.2.1 Following interview with resource person(s), the learner will compare various life styles and specify how and why life styles result from different occupations.

6.2.2 Through simulated situations — role modeling, dramatizations — the learner will demonstrate that he is aware of a range of differing life styles from different occupations.

6.3 The learner will participate cooperatively in group dicussion on how careers are affected by education and training.

6.3.1 Make on site visitation — observation in local industry — preferably one of job clusters.

6.3.2 Interview resource person(s) and/or persons on the job during field trip.

6.3.3 Develop scrapbook of news items -- want ads, (jobs, listing of educational and training requirements.)

6.3.4 Visit local employment agency or personnel board.

6.3.5 Contrive situations to demonstrate proficiency in assessing how careers are affected by education and training.

6.3.5.1 Complete application forms(s).

6.3.5.2 Write letter requesting interview.

6.3.5.3 Make telephone call requesting interview, utilizing social demeanor.

6.3.5.4 Conduct interview and evaluate.

7. Learners will know that all socially useful work provides an inherent measure of dignity for the worker.

7.1 The learner will select an occupation and discuss why it is socially useful work.

7.1.1 Identify the components of socially useful work by listing and discussing.

7.1.2 The learner will illustrate through drawings, pictures, charts, booklets, current magazines and newspaper clippings, etc., why all socially useful work is important to the following -

7.1.1.1 Society - based on oral discussions, observations, movies, films, slides and other media.

7.1.1.2 The individual - based on personal observations, interviews, and field trips.

7.2 The learner will demonstrate through role play that the most elementary kinds of labor have worth as well as that of highly specialized and trained professions.

7.2.1 The learner will compare and contrast, during group interaction -- utilizing a team approach -- how and why the most elementary kinds of labor are important.

7.2.1.1 Learner gains facility by developing charts, bulletin boards, etc., showing the inter-relationship and interdependency of various elementary kinds of jobs in various clusters.

7.2.2 The learner assesses why and how specialized and highly trained professional kinds of work are important by making on site observations, interviewing resource persons — including youthful apprentice and on-the-job trainees, group discussions and conferences with teacher/counselor and others.

8. Learners will be keenly aware that there is a need for flexibility of work preparation in a technological society.

8.1 After gaining insight from the group activities listed, the learner will enumerate, during group interaction sessions, some of the changes in the world of work.

8.1.1 Listening to recording.

8.1.2 Reviewing statistics -- visually and orally.

8.1.3 Reading newspapers.

8.1.4 Observing and recording trends of employment — morning and evening radio and TV news.

8.1.5 Viewing films, movies.

8.1.6 Interviewing persons on the job.

8.1.7 Devising and conducting survey.

8.1.8 Interpreting findings.

8.2 During individual conferences with teacher/counselor, small and large group discussions, the learner will identify and compare changes in his community which reflect the need for flexibility in work preparation.

9. Learners will know that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

9.1 The learner will exhibit proficiency in such traits as punctuality, dependability, loyalty, communicative abiltiy and the ability to relate to others by accepting responsibility and relating in a positive manner to peers and others in classroom.

9.1.1 Volunteers for responsibilities; adheres to practices of fair play, and assists others as needs arise during individual and group activities.

9.1.2 Explains during small and large group interaction why employers and employees need to possess these qualities after having engaged in various activities:

9.1.2.1 Viewing films, TV; listening to records, tapes.

9.1.2.2 Interviewing persons on the job.

9.1.2.3 Collecting information for bulletin board and diaries.

9.1.2.4 Reading and comparing own view point with that of another person or authority.

9.2 Learner will list, during oral discussion and written exercise, examples of workers who possess traits of punctualtiy, dependability, loyalty, etc.

9.3 The learner will exhibit through his verbal and non-verbal expressions that there is a relationship between possessing such traits and success in specific occupations.

9.3.1 Impromptu simulated situations;

9.3.2 Debating

9.3.3 Preparing skit and participating in playlet.

9.4 The learner will discuss how such traits contribute to productive activity.

9.4.1 List and compare.

9.4.2 Revise inventory checklist.

9.5 The learner will prepare in his own words, a report of activities in which he engages that relate to such traits as punctuality, loyalty, etc.

9.5.1 Identifies his strengths and weaknesses in traits during individual conference with teacher/counselor.

9.5.2 Develops plan on his own to improve traits.

10. Learner will prefer the free enterprise economic system to that of all economic systems.

10.1 Through discussions in small and large group activities, the learner will recognize some of the advantages of being a part of a free society.

10.1.1 Identifies and lists advantages shown during movie.

10.1.2 Cites advantages observed during field trip(s) — on site observations.

10.1.3 Through simulated situations, theorizes opportunities for job mobility that exists in our free society.

10.1.3.1 Activities may be related to job cluster; review of film or TV program, news article, etc.

10.1.4 Develops sequential chart showing that he (the individual learner) has the right to choose his own occupational in a free enterprise.

10.1.4.1 Conducts interviews.

10.1.4.2 Prepares diary, posters, cartoons, etc.

10.1.4.3 Supports decisions through oral interaction with individual and groups.

11. Learners will have in depth information about one or more clusters of interest as a prelude for developing a career plan.

11.1 The learner will identify and discuss his interests, attitudes and abilities to clusters of interest.

11.1.1 Increases proficiency in relating to others through group interaction.

11.2 The learner prepares his own guide for specific steps to follow in designing a career, utilizing charts, graphs, diaries, scrapbook, etc.

11.2.1 Exhibits awareness of occupations available within their clusters of interest by -

11.2.1.1 Discusses (individual conferences and group interaction.)

11.2.1.2 Submits letters of application.

11.2.1.3 Requests interview by telephone.

11.2.1.4 Develops own cross-reference of clusters of interest.

11.2.2 Utilizes all available sources of information for the exploration of his cluster of interest.

11.2.2.1 Solicits services from agencies and individuals to secure specific information: interviews, requests for free materials, etc.

11.2.3 Shares "real" experiences in his cluster of interest during conferences and "rap" sessions.

11.2.4 Re-assesses his interests, attitudes and abilities as a result of "real" experiences and devises strategy according to felt need.

11.2.4.1 Identifies and shares with teacher/counselor specific feeling of accomplishments, etc. or indications that certain requirements are to be met.

11.2.5 Develops a course of study plan related to his identified clusters of interest.

11.2.5.1 Formulates tentative plans and discusses with teacher/counselor.

11.2.5.2 Modifies or revises plans as needs are indicating.

11.3 The learner will exhibit entry level skills needed for some jobs in his cluster -

11.3.1 Consistently practices traits of punctuality, loyalty, dependability and sensitivity during group interactions and initial on-the-job try outs.

11.3.2 Adheres to the practice of fair play with peers and others.

11.3.3 Exhibits manual dexterity and mental alertness, and positive attitude in inter- and intrapersonal relationships.

11.3.4 Volunteers to be a productive participant of group individual performance.

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

HIGH SCHOOL OBJECTIVES

1. Students will become aware of their individual strengths, limitations and interests.

   1.1 Students will be able to assess their inherent abilities.

   1.2 Students will assess their interests and acquired strengths and limitations.
      1.2.1 Students will show relationships between interests, acquired strengths and limitations and occupations of interest.

   1.3 Students will assess their range of personality components, such as: friendliness, independence, patience, thoughtfulness, and stability.
      1.3.1 Students will explore the value of these characteristics to several occupations of interest.
      1.3.2 Students will show relationship between these characteristics and several occupations of interest.

2. Students will learn that personal dignity and worth in the work setting are products of productive activities.

   2.1 Students will understand that an individual can achieve dignity by doing his job well.

   2.2 Students will learn components of productive activities.

   2.3 Students will understand that personal dignity and worth are related to the relative need for an occupation by segments of society.

3. Students will learn that not all work can be interesting, but that personal satisfaction can be achieved from work experiences which are commensurate with individual abilities, interests, personality traits and values.

   3.1 Students will understand that people for different reasons and receive different rewards.

   3.2 Students will understand that work experiences commensurate with their abilities and interests have intrinsic values such as:

3.2.1 Satisfaction from achievement.
3.2.2 Personal recognition.

4. Students will learn that a free enterprise system provides opportunities for each individual to prepare for adequate performance in a variety of occupations.

4.1 Students will learn the difference between career selection in free enterprise and command systems.

4.2 Students will be familiar with a variety of opportunities for job preparation that exist in:
4.2.1 Immediate geographical area.
4.2.2 Other geographical areas.

4.3 Students will understand how to locate opportunities for job preparation in:
4.3.1 Immediate geographical area.
4.3.2 Other geographical areas.

5. Students will identify the need for increased productivity as the main resource for dealing with the problems of scarcity.

5.1 Students will understand the concept of productivity and how it relates to supply and demand.
5.1.1 Students will understand the relationship between increased productivity and the availability of more goods and services.
5.1.2 Students will learn that increased productivity can result in increased employee benefits.
5.1.3 Students will recognize the relationship between mass production and decreased prices.

5.2 Students will understand the concept of scarcity.
5.2.1 Students will learn that all economic systems must deal with the basic economic problem of scarcity.
5.2.2 Students will know how the free enterprise system is organized to deal with the problem of scarcity.

6. Students will learn that preparation and career selection are related.

6.1 Students will understand that comprehensive information is needed concerning the requirements of a specific occupation such as:
6.1.1 Job title.
6.1.2 Educational and training requirements.
6.1.3 Availability of resources for the securing of educational and training requirements.
6.1.4 Expense, time, and effort in job preparation.

6.2 Students will relate specific courses in the existing curriculum to preparation for careers of interest.

7. Students will learn that job specialization creates interdependency.

7.1 Students will understand that as a result of specialization, interdependence exists among clusters, among occupations, and among employees and their employers.

8. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

8.1 Students will learn that successful employees and employers possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

8.1.1 Students will know successful employees and employers and will recognize that they possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

8.2 Students will learn that possessing traits such as communicative ability, punctuality, dependability, loyalty, and the ability to positively relate to others can contribute to increased productivity and higher standards of living.

8.3 Students will develop such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

9. Students will realize the importance of work experience in developing a career plan.

9.1 Students will learn that work experience assists them in identifying personal adjustments which are necessary in pursuing occupations of special interest.

9.2 Students will understand that work experience can assist in the identification of pertinent information about the occupation.

10. Students will develop and implement a career development plan.

10.1 Students will identify sources of information, guidance, and counseling which can be supportive in the development and implementation of a career plan.

10.2 Students will understand that present and future needs for a specific occupation should be considered in the process of developing a career plan.

10.2.1 Students will understand that supply and demand in the labor market will affect job opportunities.

10.2.2 Students will know the sources for information concerning:

a) Current employment for specific occupations.

b) Long-range trends in employment for specific occupations.

c) Local employment opportunities in specific occupations.

10.3 Students will understand that the career development process should include comprehensive information such as:

10.3.1 Description of the occupation.

10.3.2 Employment outlook and trends.

10.3.3 Qualifications for the occupation.

10.3.4 Preparation for the occupation.

10.3.5 Entrance into the occupation.

10.3.6 Advancement in the occupation.

10.3.7 Working conditions.

10.3.8 Salary and fringe benefits.

10.3.9 Availability of job opportunities in desired geographical areas.

10.3.10 Expense, time, and effort in job preparation.

10.4 Students will develop a career development plan consistent with their personal interests, capabilities, limitations, values and aspirations.

10.4.1 Each student will choose an occupation consistent with his personal interests, capabilities, limitations, values and aspirations.

10.5 Students will pursue programs of study which are relevant to their career plans.

10.5.1 Each student will learn how each course pursued is relevant to his chosen career.

III. PROJECT PERSONNEL

Director

The project director has been an in-kind service provided by the LEA who was responsible for overall supervision and administration of the project.

Career Education Specialist

Duties: The career education specialist's full time duties were:

1. To provide assistance, information, motivation, material and human resources to five elementary implementing schools and to forty-six remaining schools on request basis.

2. To coordinate day-to-day activities of the project as delegated by the project director.

3. To review, assemble, and disseminate instructional materials related to the project.

4. To design and conduct inservice activities, workshops, and career leadership training sessions.

5. To serve as a career facilitator to faculties, supervisors, and community business representatives on a continuing basis.

6. To coordinate project activities with appropriate LEA and SEA personnel.

7. To perform other duties which were delegated by the project director.

Middle School Resource Specialist

Duties: The middle school career resource specialist's full time duties were:

1. To provide information, motivation, material, and human resources to 16 middle and 15 high schools on a continuing basis.

2. To identify, review, assemble, and disseminate instructional materials related to career exploration and development on a continuing basis.

3. To design and conduct inservice activities which assisted faculties of middle and high schools in fusing career education concepts into the existing curriculum.

4. To perform other duties which were delegated by the project director.

Project Secretary

Duties: The project secretary's full time duties included clerical and secretarial duties which are usually associated with an administrative office.

Support Personnel

Central office instructional personnel: The Assistant Superintendent in charge of Curriculum and Instruction; the Coordinators of Secondary, Elementary, Vocational, and Special Education; and Supervisors of Instruction, Media Materials Center, and Vocational Education were involved in the project in that implementation of Career Education in the school system was fused with their functions in the area of curriculum and instruction as a part of their normal duties.

Ten central office persons participated in a 60 hour Career Guidance Institute of training.

Director of Research and Evaluation: The Director of Research and Evaluation was involved in planning and evaluation on a regular basis.

Other system support personnel: School system support personnel from other divisions were available on an interim basis as needs were identified.

School Personnel: Personnel from the fifteen previously implemented schools were totally involved to the extent that career education concepts and objectives functioned as an integral and normal part of their instructional program. A twenty-one teacher, 735 pupil elementary school was involved in a career training and implementation program throughout the entire year using a Management By Objectives System approach and was under continuous leadership of the Career Resource Specialist. Other school personnel involved in training and implementation in all schools were counselors. Counselors have received training and have developed plans necessary to accomplish 8-10 sequential small group guidance sessions to all students in grades 6-12 in all middle and high schools. Limited orientation, training and implementation has occurred through supervisors with assistance of the career staff. All 82 schools have been involved to the extent possible within the existing circumstances.

Number Participating Schools

51 Elementary
16 Middle
15 High Schools

Total Number of Trained Personnel

770

Total Number of Pupils in Total Implementation Schools

17,000

Total Number of Pupils Receiving Career Education in Vocational Programs

6,500

IV. PROCEDURES

Full staffing of Phase II began August 1, 1974. A period of four weeks was set aside for moving the office from Brookley to the central office building, re-orientation, planning and organization.

Planning and Organization

During this period adjustments were made for the loss of a staff person due to reduced funding. The two career resource specialists divided tasks to cover all areas of implementation and made plans for additional implementation in uncommitted schools.

Leadership Training

The Assistant Superintendent of Curriculum and Instruction arranged for career orientation to all opening school meetings. Career staff met with supervisors as they met in planning sessions and asked the teachers to begin implementation through providing the following experiences for students.

1. Student projects related to the world of work.
2. Career films, filmstrips, slides and tapes.
3. Career books, pamphlets, and brochures.
4. Career role playing activities.
5. Assemblies related to careers.
6. Student research projects.
7. Use career concepts fused into daily lesson plans.
8. A variety of resource speakers sharing world of work information.
9. Field trips related to subject matter and workers.

Orchard Elementary Schools' twenty-two teachers were provided with 12 one hour orientation and in-service training sessions which led to mid-term implementation.

The principal and a lead teacher from Dodge and Nan Gray Davis Elementary Schools attended Career Guidance Institute training and subsequently requested orientation sessions for their entire faculties in preparation for full fall implementation.

An outstanding relationship has developed with the community business and industry leaders as the results of the career staff conducting a Leadership Institute on November 11, 1974, involving

businessmen and administrators of central office and schools. (See Appendix 4 for agenda) This leadership day was an orientation leading to the development of a 60 hour Career Guidance Institute for training educators in the concept. Following the Leadership Institute a Career Guidance Institute Steering Committee was established to guide planning for the institute.

A 60 hour Career Guidance Institute funded by the National Alliance of Businessmen was conducted February 17, 1975 - March 29, 1975. (See Appendix 4) This institute was coordinated and directed by the career education staff for 31 participants representing administrative, supervisory, guidance and teaching personnel in schools who had not previously implemented career education. A proposal of commitment to implementation in 1975-76 was a prerequisite to enrollment in the institute. This has proven to be one of the most effective training efforts under taken thus far. A commitment for a second training institute for fifty participants has been confirmed to begin in October, 1975.

Counselor training was provided for all counselors. In an effort to interface and extend funded programs, an ESAA sub-contract was made available for interfacing Career Education and the ESAA career emphasis into the mainstream of the guidance program. This effort was beneficial in providing a base upon which an innovative career group guidance program was developed to be implemented for all students grades 6-12 in the Fall, 1975. The task force committee was assisted by Dr. Leeman Joslin, Chairman of Behavioral Studies and Dr. Ralph Roberts, Professor of Guidance and Counseling, both consultants from the University of Alabama. This committee was charged with responsibility for fusing the vocational counseling programs with the regular guidance programs into one unified guidance program for each school while interfacing and using career development concepts and objectives as the main emphasis. The design for the program was developed for all middle and high schools. The consultants had twelve meetings with the committee and counselors. One and one-half day workshops were held for all counselors to receive training in group guidance techniques. The University of Alabama Guidance Department provided three consultants to train the counselors. All the efforts in this project were toward preparation for the massive innovative scheduling of every student grades 6-12 for 8-10 small group career guidance sessions each year. Funding for the phase ended May 31, 1975. It was necessary for the career staff to provide the leadership and means for these plans to become a reality. (See Guidance Program and Objectives for middle and high schools in Appendices 2,3)

Implementation of Career Education

Seventeen schools in which career education had been implemented were directly assisted by the two career specialists. The remaining sixty-six schools were provided services through curriculum and instruction supervisors, through all counselors as a result of their career guidance activities throughout the year, and by direct requests to the career specialists.

Assistance was given to ESAA Career Centers in eleven high schools. These centers provided remediation in reading and math to target students and others on interest basis. The selection of materials were made by the career staff. The materials were related to careers and career development for more relevant content.

Materials Development and Review

Priorities had to be set due to the lack of staff and time to develop locally produced materials. The following priorities were established:

1. Review of commercially-produced materials and subsequent recommendations for purchase by the system centralized Materials-Media Center.

2. Re-ordering free materials from over 1,200 businesses and industries.

3. Screening and dissemination of free and loan materials to all counselors and librarians.

4. Review of literature and current research related to career education.

Development and Utilization of Community Resources

A survey of businesses and industries was made to enlist cooperative support in providing resource speakers and field tours related to world of work and to obtain permission to list them in the system's Community Resources Handbook. Junior League volunteers assisted the staff in conducting the survey.

The National Alliance of Businessmen representatives from the Office of Labor, Washington, D. C. and the Mobile office provided funding for the Career Guidance Leadership Day in November and the 60 hour Career Guidance Institute held February 17 - March 29, 1975. The Career Guidance Institute Steering Committee planning these sessions included community representatives influential in garnering wide community support. (See Appendix 4)

More than fifty community leaders attended the Career Guidance Leadership Day and 39 attended an orientation to serve as resources for field tours during the Career Guidance Institute. Many additional contacts were made during the Career Guidance Institute that have become valuable resources. Interest among the community participants has been high. Many reports have been received expressing their perceived value of the program efforts.

The Mobile Kiwanis Club offered resource speaker volunteers from its membership which greatly enhanced the resource speaker file. (See Appendix 6)

The Engineers Club placed special emphasis on careers in engineering during Engineers' Week in February. This was planned and coordinated by the career staff. It was necessary to lengthen the week into two due to requests from teachers. (See Appendix 7)

Special letters of appreciation have been sent to all community resources following their services to schools.

Many individual contacts were made to provide the variety of resources needed to meet classroom needs.

Dissemination

Information was disseminated in local newspapers, television, principals' and teachers' bulletins, and student newspapers. Information was shared with other systems on request basis.

Project staff gave career presentations to PTAs, clubs, and civic organizations such as the Black Parent Education Group and the Mobile Committee for Support of Public Education.

Evaluation

Formulative evaluation was a continuous process. The Career Maturity Inventory was administered pre and post to all students who participated in the ESAA Career Centers grades 9-12. The Stanford Achievement Test was administered pre-post to all students who participated in ESAA grades 1-12. Results are not yet available.

Summative evaluation responsibility rested with the State Department.

Major conclusions and implications for change involved the need for sufficient funds to implement career education in the entire system. These conclusions led to writing and submitting an implementation proposal to the Office of Education which was funded for the year 75-76.

V. ACCOMPLISHMENTS

The purposes of this project have been to provide services to schools who have implemented the Career Education Model in Phase I, and to extend implementation throughout the system in Phase II. The purposes have been accomplished in the following ways.

Leadership Training

The career staff planned, coordinated and conducted a Career Guidance Leadership Day cooperatively with the National Alliance of Businessmen of Mobile and the Washington, D.C. offices, and with Dr. Ralph E. Kirkman of George Peabody College on November 11, 1974. (See Attachment 4) One hundred-twelve educators and sixty-five businessmen participated in the Leadership Day.

The Career Guidance Leadership Day was to develop a career knowledge base for the 60 hour Career Guidance Institute which was conducted from February 17 - March 29th. Thirty-one participants received 30 hours of seminar training with consultants and business persons, and 30 hours in field tours of more than thirty business and industry sites. The attached evaluative comments demonstrate the motivation and commitment of the participants. (See Attachment 4)

Each participant committed themselves to a proposal for implementation of career education in their own area for Fall 75-76.

Before the school year ended, faculty orientations were requested from two elementary school principals who were participants in the Career Guidance Institute. The proposals represent a great expansion of the fusion and implementation of career education for the coming year.

A twenty-one teacher elementary school requested concentrated assistance in teacher training and implementation. Twelve 1 hour faculty meetings were conducted by the career specialist. A Management By Objectives System was used to facilitate training and subsequent implementation.

Counselor Training

The counseling program has been accomplished by the vocational and regular in-school counseling components until facilitation was begun to fuse the two components into a single counseling team. The fusion was facilitated by placing all counselors under a single supervisor. At the same time an effort was begun to re-define the counselor role and interface the elements of career education and ESAA that overlapped. Additional funds to accomplish the training

for all counselors were provided by ESAA. Each counselor has had six sessions for a total of eighteen hours of orientation and training which will lead to fall implementation of group counseling for all students in grades 6-12 in 8-10 sequential sessions. Counselor comments from the training sessions are attached. (See Attachment 8)

Other Significant Accomplishments

The career staff assisted the ESAA staff in selecting career education materials in the amount of $2,500 for each of 11 high schools ESAA Career Centers and provided a training session for center counselors in the use of the materials.

A parent career task force committee was significant in the elementary school implementation. A staff member met with the committee monthly for six 1½ hour sessions. This committee developed a local school Community Resource Speaker and Field Trip file.

Other accomplishments were:

1. Provided the following services to sixteen full implementation schools. Supervised career fusion processes and activities, made appointments for career resource persons, made arrangements for career field trips, and provided career materials resources. These services were provided all other schools on request basis.

2. Served as Liaison Person (G. Mason) to Community Representative of the Teacher Corps Program cooperatively in Mobile County Public Schools and University of South Alabama.

3. Provided approximately 300 pieces of free career materials for each of 73 career centers. (These included each counseling station and libraries.)

4. Participated and provided programs for 6 PTA groups.

5. Participated in inservice/orientation for all school librarians.

6. Participated in inservice/orientation for all middle and high school social studies teachers.

7. Conducted research to revise the Community Resources Handbook. Coordinated the efforts of 25 members of the Junior League of Mobile who contacted and secured more than 300 persons and businesses to serve as school resources.

8. Coordinated volunteer services of one Junior League member who assisted in making career appointments one day per week in career office.

9. Coordinated a solicitation of 60 resource speakers in Kiwanis Clubs through Dr. Howard Phillips, of Mobile Kiwanis Club, Dean of Academic Affairs, University of South Alabama.

10. Coordinated and arranged for career speakers during Engineering Week, February 12 - 21st. There were 31 engineer speakers from 16 local industries or companies, 2 professors and 4 students from the University of South Alabama, who visited 12 schools and talked to over 2,000 students. (See Attachment 7)

11. Assisted in planning COOP workshop for counselors sponsored by the University of South Alabama.

12. Participated in counselor workshop at the University of South Alabama, "Program In Business Administration."

13. Made career presentations (Mary Edwards) to Black Parent Group on "What Career Education Means to Their Children," and to the Mobile Committee for Support of Public Education on Career Education and Job-Training Information.

14. Served as monthly inservice liaison persons.

15. Previewed all available material resources. Sent materials to teachers to be evaluated.

16. Served as advisory on materials review for system's Material Center purchases.

17. All secondary students were being given the ASVAB, (Armed Service Vocational Aptitude Battery.)

18. Served as advisory to the Materials Center in selecting career audio-visuals for the entire system.

19. Assisted school librarians in selecting and ordering career materials for most of the schools.

20. Added to the Career Resource Speakers file.

VI. PROBLEMS ENCOUNTERED

Funding

Lack of information about continued funding necessitated closing the career operations during the months of June and July, 1974. When funding did become available August 1st, the amount had been cut so that only two resource specialists and a secretary could be hired for a ten month period. Separate funding for placement did allow that phase of the program to continue to exist in close coordination with the career program. Having closed the offices for two months resulted in the need for a period of time to get activities started up again. In additional to this, the office site was moved from the Brookley Industrial Center to the Mobile County School System Central Office.

The greatest problem arose from the inability to get to the sheer numbers of persons needing implementation training and/or assistance. Priorities were established in order to meet the areas of greatest need where carry over could be accomplished.

Time Factors

Time for resource specialists was scheduled in the following ways. One specialist took the primary responsibility for 32 middle and high schools with the greater amount of time being spent in assisting those schools previously implemented. Availability to the remaining schools was on a sharing of information and request basis. The other specialist assumed responsibility for the five implementation elementary schools and in assisting the remaining 46 elementary schools on requests and through the supervisory personnel. Each specialist, after school and until 4:30 p.m. reported to the office to make appointments for resource persons and field experiences. Correspondence, plans and record keeping had to be done during these after school hours. Many of the appointments necessitated return calls which had to be turned over to the project secretary. The project secretary aided as she could with appointments, however, this had to be limited.

More time was needed for personal contacts with community resources, arranging appointments for teachers, materials review, materials development, and evaluation processes. Continuous adjustments were made to try to over come time problems.

Training

The indepth 60 hour Career Guidance Institute training further convinced the project personnel of the importance of sufficient training to gain a commitment from educators to implement the career concept. A problem in accomplishing this kind of training was released time for teacher participation and/or funds to offer college credit. The relatively small number trained by the National Alliance of Businessmen funding have enabled plans to be developed for large returns next year.

Training for all guidance personnel was made possible through an ESAA sub-contract for career training. Again, this kind of training has enabled the entire program goals to be re-directed toward providing career guidance services for all students in grades 6-12.

Materials Development

Lack of sufficient leadership time resulted in an inability to develop career materials. It was necessary to rely on those already developed and commercially produced materials.

The revision of the Community Resources Handbook was an on-going project throughout the year. The research committee of the Mobile Junior League Society assisted in the survey of the business community for listing resources. The revision was not completed due to lack of time available for its completion.

VII. THE FUTURE

A specific plan for the future was developed into a proposal which was funded for fiscal year 1975.

The proposal contains the objectives and plans to complete implementation of the Career Education Model developed during the three years of Research, Development and Implementation in sixteen of the system's eighty-three schools.

Two additional career resource specialists will be added to the staff to insure adequate assistance for full implementation throughout the system during 1975-76.

The following results are expected as a result of adequate funding for full implementation.

1. An interdisciplinary K-12 career education program based on the previously developed framework of career concepts will be interfused into the curriculum throughout the system's 83 schools.

2. Demonstration of the process model for implementation and the feasibility of its use for interfusing and implementing career education in a school system of 65,000 students.

3. Demonstration of teachers engaged in making subject matter meaningful through daily application of its practical purpose to the learner.

4. Development of a greater degree of career maturity by students as a result of total commitment by teachers and guidance counselors to a curriculum of learning experiences that are a part of the world of work.

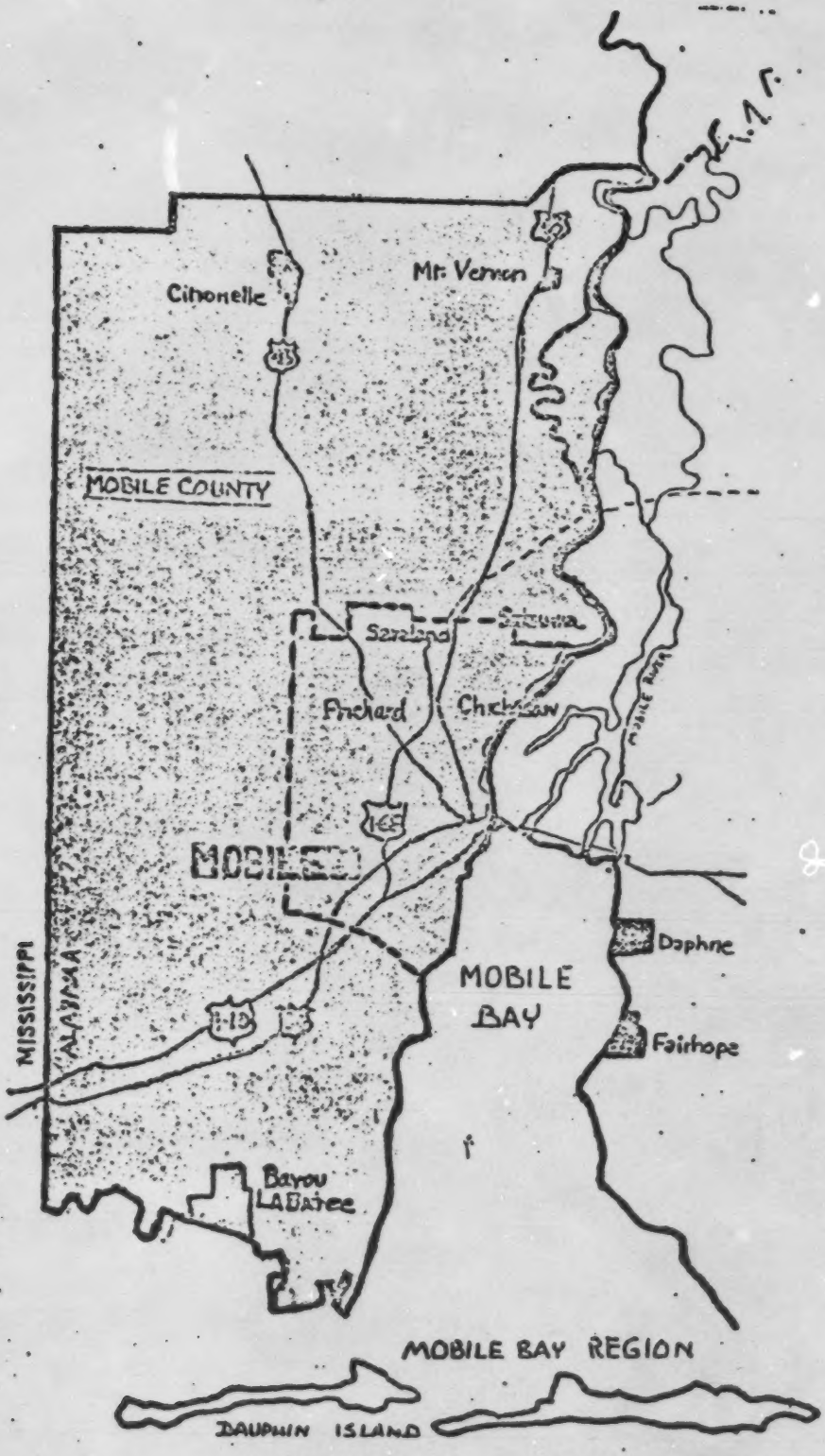
5. Exiting students will possess a greater knowledge of the alternatives available to them in the world of work.

6. Greater involvement of parents and other community people in the school program as resources for career education activities.

7. Development of a career guidance program for every student in 8-13 sequential small group sessions each year of grades 6-12.

8. Dissemination of a process model capable of providing large system implementation a career fused curriculum.

This school system has been through a readiness stage for career curriculum fusion implementation and is on the threshold of significant career outcomes which has potential to change the course of preparation of future generations.



□ – Area to be served by project

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

Middle School Guidance Program

Each Guidance Counselor Will:

1. Make a comprehensive plan for the year to include the following activities:
   - Schedule 8-10 sequential group sessions for each pupil in each grade in small groups using career development objectives (Appendix A.)
   - Plans for each grade level group including objectives, activities and evaluative date.
   - Initiate an individual folder for each student for storing cummulative guidance date in 6th, 7th, and 8th grades to be used by pupils and guidance personnel.
   - Schedule periods per day for career group guidance. (See Guidance Handbook, pages 16-17.)
   - Schedule 1 period per day for individual conferences. (Staggered with other counselors.)
   - Schedule 1 period per day for planning preparation.
   - Schedule 1 day per week on Wednesday for individual conferences, faculty conferences, planning and preparation.
   - Schedule 4 days per week for group career guidance.
   - Coordinate and schedule State Tests.
2. Identify the guidance team committee made up of guidance personnel and faculty representatives.
3. Schedule and plan with guidance team committee to provide orientation for all teachers during the 1st week of school, orientation for all students during the 1st week of school, and orientation for parents and community during the 1st month, as well as throughout the year.
4. Identify ways for participating and sharing in faculty planning for sequential student learning experiences in career development.
5. Serve as a resource person for faculty members in the area of human growth and development.
6. Provide for information flow from counselor-to-teacher and teacher-to-counselor about special interests, needs, successes, and problems for more personalized guidance and teaching.
7. Identify school and community resources, (human and material) available to facilitate career development.

8. Serve as a resource person on a continuing basis to provide information to teachers and students about exploratory opportunities such as field trips, hands-on-experiences, resource persons, etc., for small groups, classes and/or individuals.

9. Recommend schedule changes when personal needs are involved.

10. Document all activities and outcomes with Guidance Supervisor.

11. Provide librarians with a continuous listing of desired guidance materials for students and teachers.

12. Schedule and supervise the preparation of Guidance Bulletin Boards prepared by students.

13. Coordinate with High School Counselor and arrange for pre-registration of eighth grade students.

14. Arrange for 6th and 7th grade pre-registration.

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MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

Middle School Group Guidance

6th Grade - Indepth self realization study

5 Sessions

1. Students will know the effects of individual interests, abilities, attitudes, and values on decision making.

   1.1 Students will explore individual areas of interest.

   1.2 Students will explore the potential of their individual abilities.

   1.3 Students will explore their individual attitudes.

   1.4 Students will explore their individual values.

   1.5 Students will learn that interests, abilities, attitudes, and values directly affect their range of choices.

1 Session

2. Students will learn to respect the rights of individuals to have a diversity of interests, abilities, attitudes, and values.

   2.1 Students will learn the existence of diversity of individual interests, abilities, attitudes, and values among their acquaintances.

   2.2 Students will learn the existence of diversity of interests, abilities, attitudes, and values among other significant persons.

   2.3 Students will recognize the inalienable rights of individuals to have differences.

1 Session

4. Students will be able to identify and describe occupational classifications, titles and requirements within their clusters of interest.

   4.1 Students will explore occupational classifications within their clusters of interest.
      4.1.1 Students will learn that occupational classifications exist within their clusters of interest.

   4.2 Students will explore some job titles within occupational classifications of interest.

   4.3 Students will describe some jobs within their clusters of interest.

   4.4 Students will know sources of information for job description within their clusters of interest.

1 Session

6. Students will learn that education, career, and life styles are inter-related.

   6.1 Students will know the components of a life style.

   6.2 Students will learn that there is a range of differing life styles which result from different occupations.
   6.2.1 Students will learn how and why life styles result from different occupations.

   6.3 Students will learn how careers are affected by education.

1 Session

9. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

   9.1 Students will learn why employers and employees need to possess such traits as punctuality, dependability, loyalty, communicative ability and the ability to relate to others.

   9.2 Students will become familiar with examples of workers who possess such traits.

   9.3 Students will learn that there is a relationship between possessing such traits and success in specific occupations.

   9.4 Students will learn reasons how such traits contribute to productivity.

   9.5 Students will learn to relate such traits to their own activities.

1 Session

11. Students will have indepth information about one or more clusters of interest as a prelude for developing a career plan.

   11.1 Students will relate their interests, attitudes, and abilities to their clusters of interest.

12. Students will make course selections related to career interest.

   12.1 Students will have indepth information about courses that are required and elective.
   12.1.1 Students will explore information about courses and their career implications.

7th Grade - Exploration of Interest in 3 Clusters

2 Sessions

1. Students will know the effects of individual interests, abilities, attitudes, and values on decision making.

   1.1 Students will explore individual areas of interest.

1.2 Students will explore the potential of their individual abilities.

1.3 Students will explore their individual attitudes.

1.4 Students will explore their individual values.

1.5 Students will learn that interests, abilities, attitudes, and values directly affect their range of choices.

2. Students will learn to respect the rights of individuals to have a diversity of interests, abilities, attitudes, and values.

2.1 Students will learn the existence of diversity of individual interests, abilities, attitudes, and values among their acquaintances.

2.2 Students will learn the existence of diversity of interests, abilities, attitudes, and values among other significant persons.

2.3 Students will recognize the inalienable rights of individuals to have differences.

1 Session

4. Students will be able to identify and describe occupational classifications, titles and requirements within their clusters of interest.

4.1 Students will explore occupational classifications within their clusters of interest.

4.1.1 Students will learn that occupational classifications exist within their clusters of interest.

4.2 Students will explore some job titles within occupational classification of interest.

4.3 Students will describe some jobs within their clusters of interest.

4.4 Students will know sources of information for job descriptions within their clusters of interest.

1 Session

6. Students will learn that education, career, and life styles are inter-related.

6.1 Students will know the components of a life style.

6.2 Students will learn that there is a range of differing life styles which result from different occupations.

6.2.1 Students will learn how and why life styles result from different occupations.

2 Sessions

8. Students will learn that there is a need for flexibility of work preparation in a technological society.

8.1 Students will learn examples of changes in the world of work.
8.1.1 Students will identify changes in their community which reflect the need for flexibility in work preparation.

8.2 Students will internalize the need for flexibility of work preparation in their own activities.

1 Session

9. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

9.1 Students will learn why employers and employees need to possess such traits as punctuality, dependability, loyalty, communicative ability and the ability to relate to others.

9.2 Students will become familiar with examples of workers who possess such traits.

9.3 Students will learn that there is a relationship between possessing such traits and success in specific occupations.

9.4 Students will learn reasons how such traits contribute to productivity.

9.5 Students will learn to relate such traits to their own activities.

3 Sessions

11. Students will have indepth information about one or more clusters of interest as a prelude for developing a career plan.

11.1 Students will relate their interests, attitudes, and abilities to their clusters of interest.

11.2 Students will know specific steps to follow in designing a career development plan.
11.2.1 Students will have an awareness of available career opportunities within their clusters of interest.
11.2.2 Students will know how to use all available sources of information for the exploration of their clusters of interest.
11.2.3 Students will know the value of "real" experiences in their clusters of interest.
11.2.4 Students will reassess their interests, attitudes, and abilities as a result of these "real" experiences.
11.2.5 Students will develop a course of study plan related to their identified clusters of interest.

11.3 Students will know the entry level skills needed for some jobs in their clusters of interest.

12. Students will make course selections related to career interest.

12.1 Students will have indepth information about courses that are required and elective.

12.1.1 Students will explore information about courses and their career implications.

8th Grade - Exploration in 1 Cluster and Preparation for High School

2 Sessions

1. Students will know the effects of individual interests, abilities, attitudes, and values on decision making.

   1.1 Students will explore individual areas of interest.

   1.2 Students will explore the potential of their individual abilities.

   1.3 Students will explore their individual attitudes.

   1.4 Students will explore their individual values.

   1.5 Students will learn that interests, abilities, attitudes, and values directly affect their range of choices.

2. Students will learn to respect the rights of individuals to have a diversity of interests, abilities, attitudes, and values.

   2.1 Students will learn the existence of diversity of individual interests, abilities, attitudes, and values among their acquaintances.

   2.2 Students will learn the existence of diversity of interests, abilities, attitudes, and values among other significant persons.

   2.3 Students will recognize the inalienable rights of individuals to have differences.

1 Session

4. Students will be able to identify and describe occupational classifications, titles and requirements within their clusters of interest.

   4.1 Students will explore occupational classifications within their clusters of interest.
   4.1.1 Students will learn that occupational classifications exist within their clusters of interest.

   4.2 Students will explore some job titles within occupational classification of interest.

   4.3 Students will describe some jobs within their clusters of interest.

   4.4 Students will know sources of information for job descriptions within their clusters of interest.

1 Session

6. Students will learn that education, career, and life styles are inter-related.

6.1 Students will know the components of life style.

6.2 Students will learn that there is a range of differing life styles which result from different occupations.
6.2.1 Students will learn how and why life styles result from different occupations.

6.3 Students will learn how careers are affected by education.

1 Session

8. Students will learn that there is a need for flexibility of work preparation in a technological society.

8.1 Students will learn examples of changes in the world of work.
8.1.1 Students will identify changes in their community which reflect the need for flexibility in work preparation.

8.2 Students will internalize the need for flexibility of work preparation in their own activities.

1 Session

9. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to otheres are necessary traits for productive activity and occupational improvement.

9.1 Students will learn why employers and employees need to possess such traits as punctuality, dependability, loyalty, communicative ability and the ability to relate to others.

9.2 Students will become familiar with examples of workers who possess such traits.

9.3 Students will learn that there is a relationship between possessing such traits and success in specific occupations.

9.4 Students will learn reasons how such traits contribute to productivity.

9.5 Students will learn to relate such traits to their own activities.

4 Sessions

11. Students will have indepth information about one or more clusters of interest as a prelude for developing a career plan.

11.1 Students will relate their interests, attitudes, and abilities to their clusters of interest.

11.2 Students will know specific steps to follow in designing a career development plan.
11.2.1 Students will have an awareness of available career opportunities within their clusters of interest.

11.2.2 Students will know how to use all available sources of information for the exploration of their clusters of interest.
11.2.3 Students will know the value of "real" experiences in their clusters of interest.
11.2.4 Students will reasses their interests, attitudes, and abilities as a result of these "real" experiences.
11.2.5 Students will develop a course of study plan related to their identified clusters of interest.

11.3 Students will know the entry level skills needed for some jobs in their clusters of interest.

12. Students will make course selections related to career interest.

12.1 Students will have indepth information about courses that are required and elective.
12.1.1 Students will explore information about courses and their career implications.

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MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

Senior High Guidance Program

Objective: To help students develop the knowledge, skills and attitudes necessary for the development and implementation of a career plan so that, upon leaving school, they will have made tentative career choices, with awareness of available and continuing career options, and are sufficiently prepared to:

a. enter a job
b. enter a job-training program
c. enter a program of higher education

Each Guidance Counselor Will:

1. Make a comprehensive plan for the year to include the following activities:

   - Selection of chairman and organization of guidance personnel for year's activities for every student grades 9-12.

   - Schedule 8-10 sequential sessions for each pupil in each grade in small groups using career development objectives (Appendix A.)

   - Plans for each grade level group including objectives, activities and evaluative data.

   - Organize guidance folders forwarded from middle schools and make folders for all students who do not have a middle school cummulative folder to be used by students and guidance personnel.

   - Schedule 4-5 periods per day for career group guidance. (See Guidance Handbook, pages 16-17.)

   - Schedule 1 period per day for individual conferences. (Stagger periods with other counselors.)

   - Schedule 1 day per week for individual conferences, faculty conferences, planning and preparation.

   - Schedule 4 days per week for group career guidance.

   - Coordinate and schedule tests. Announce and post test dates.

2. Identify guidance team committee made up of guidance personnel and faculty representatives with principal's assistance.

3. Schedule and plan with guidance team committee to provide orientation for all teachers during the 1st week of school, orientation for all students during the 1st week of school, and orientation for parents and community during the 1st month, as well as throughout the year.

4. Inform all students and parents of dates of (College Boards, etc.) examinations. (See Counselor calendar for individual test dates.)

5. Meet with seniors in class-sized groups in September to complete Placement Personal Data Cards. Group cards into categories on the basis of needs and use in planning preparatory activities for placement.

6. Meet with seniors quarterly to up-date placement needs and provide exiting information.

7. Identifying ways for participating and sharing in faculty planning for sequential student learning experiences in career development.

8. Serve as a resource person for faculty in the area of human growth and development.

9. Provide for information flow from counselor-to-teacher and teacher-to-counselor about special interests, needs, successes, and problems for more personalized guidance and teaching.

10. Assist in identification of school and community resources, (human and material) to facilitate career development.

11. Serve as a resource person on continuing basis to provide information to teachers and students about exploratory opportunities such as field trips, hands-on-experiences, resource persons, etc., for small groups, classes and/or individuals.

12. Recommend schedule changes when personal needs are involved.

13. Document all activities and outcomes with guidance supervisor.

14. Provide librarians with a continuous listing of desired guidance materials for students and teachers.

15. Schedule and supervise the preparation of Guidance Bulletin Boards prepared by students.

16. Work with Placement Specialist and Vocational Coordinators to identify and place students in paid or non-paid work experiences.

17. Advise students about summer school programs.

18. Review the records of the Junior Class the latter part of the year and inform students about deficiencies in meeting graduation requirements.

*19. Twelve month guidance personnel will conduct follow-up study of previous graduating class. (July and August)

*20. Twelve month guidance personnel will assist in job development, and identification of job openings.

*21. Twelve month guidance personnel will keep a current file on student placement needs.

*22. Twelve month guidance personnel will counsel and place students when possible dduring the summer.

*23. Twelve month guidance personnel will follow-up the up-coming senior files to determine deficiencies for graduation that still must be met.

*Summer Activities

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MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

High School Group Guidance

9th Grade - Career Exploration

3 Sessions

1. Students will become aware of their individual strengths, limitations and interests.

   1.1 Students will be able to assess their inherent abilities.

   1.2 Students will assess their interests and acquired strengths and limitations.
      1.2.1 Students will show relationships between interests, acquired strengths and limitations and occupations of interest.

   1.3 Students will assess their range of personality components, such as: friendliness, independence, patience, thoughtfulness, and stability.
      1.3.1 Students will explore the value of these characteristics to several occupations of interest.
      1.3.2 Students will show relationship between these characteristics and several occupations of interest.

3 Sessions

6. Students will learn that preparation and career selection are related.

   6.1 Students will understand that comprehensive information is needed concerning the requirements of a specific occupation such as:
      6.1.1 Job title.
      6.1.2 Educational and training requirements.
      6.1.3 Availability of resources for the securing of educational and training requirements.
      6.1.4 Expense, time, and effort in job preparation.

   6.2 Students will relate specific courses in the existing curriculum to preparation for careers of interest.

1 Session

8. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

   8.1 Students will learn that successful employees and employers possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.
      8.1.1 Students will know successful employees and employers and will recognize that they possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

8.2 Students will learn that possessing traits such as communicative ability, punctuality, dependability, loyalty, and the ability to positively relate to others can contribute to increased productivity and higher standards of living.

8.3 Students will develop such traits as punctuality, dependability, loyalty communicative ability, and the ability to positively relate to others.

3 Sessions

10.1 Students will identify sources of information, guidance, and counseling which can be supportive in the development and implementation of a career plan.

10.2 Students will understand that present and future needs for a specific occupation should be considered in the process of developing a career plan.
- 10.2.1 Students will understand that supply and demand in the labor market will affect job opportunities.
- 10.2.2 Students will know the sources for information concerning:
  - a) Current employment for specific occupations.
  - b) Long-range trends in employment for specific occupations.
  - c) Local employment opportunities in specific occupations.

10.3 Students will understand that the career development process should include comprehensive information such as:
- 10.3.1 Description of the occupation.
- 10.3.2 Employment outlook and trends.
- 10.3.3 Qualifications for the occupation.
- 10.3.4 Preparation for the occupation.
- 10.3.5 Entrance into the occupation.
- 10.3.6 Advancement in the occupation.
- 10.3.7 Working conditions.
- 10.3.8 Salary and fringe benefits.
- 10.3.9 Availability of job opportunities in desired geographical areas.
- 10.3.10 Expense, time, and effort in job preparation.

10.4 Students will develop a career development plan consistent with their personal interests, capabilities, limitations, values and aspirations.
- 10.4.1 Each student will choose an occupation consistent with his personal interests, capabilities, limitations, values and aspirations.

10.5 Students will pursue programs of study which are relevant to their career plans.
- 10.5.1 Each student will learn how each course pursued is relevant to his chosen career.
- 10.5.2 Students will be placed in either a job, job-training program, or post-secondary institution.

11. Students will make course selection related to student career interests.

11.1 Students will have indepth information about courses that are required and elective.
- 11.1.1 Students will explore information about courses and their career implications.

10th Grade - Career Plan Development

2 Sessions

1. Students will become aware of their individual strengths, limitations and interests.

   1.1 Students will be able to assess their inherent abilities.

   1.2 Students will assess their interests and acquired strengths and limitations.
      1.2.1 Students will show relationships between interests, acquired strengths and limitations and occupations of interest.

   1.3 Students will assess their range of personality components, such as: friendliness, independence, patience, thoughtfulness, and stability.

1 Session

3. Students will learn that not all work can be interesting, but that personal satisfaction can be achieved from work experiences which are commensurate with individual abilities, interests, personality traits and values.

   3.1 Students will understand that people work for different reasons and receive different rewards.

   3.2 Students will understand that work experiences commensurate with their abilities and interests have intrinsic values such as:
      3.2.1 Satisfaction from achievement.
      3.2.2 Personal recognition.

3 Sessions

6. Students will learn that preparation and career selection are related.

   6.1 Students will understand that comprehensive information is needed concerning the requirements of a specific occupation such as:
      6.1.1 Job title.
      6.1.2 Education and training requirements.
      6.1.3 Availability of resources for the securing of educational and training requirements.
      6.1.4 Expense, time, and effort in job preparation.

   6.2 Students will relate specific courses in the existing curriculum to preparation for careers of interest.

1 Session

8. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

   8.1 Students will learn that successful employees and employers possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.
      8.1.1 Students will know successful employees and employers and will recognize that they possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

8.2 Students will learn that possessing traits such as communicative ability, punctuality, dependability, loyalty, and the ability to positively relate to others can contribute to increased productivity and higher standards of living.

8.3 Students will develop such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

1 Session

9. Students will realize the importance of work experience in developing a career plan.

9.1 Students will learn that work experience assists them in identifying personal adjustments which are necessary in pursuing occupations of special interest.

9.2 Students will understand that work experience can assist in the identification of pertinent information about the occupation.

2 Sessions

10.1 Students will identify sources of information, guidance, and counseling which can be supportive in the development and implementation of a career plan.

10.2 Students will understand that present and future needs for a specific occupation should be considered in the process of developing a career plan.
- 10.2.1 Students will understand that supply and demand in the labor market will affect job opportunities.
- 10.2.2 Students will know the sources for information concerning:
  - a) Current employment for specific occupations.
  - b) Long-range trends in employment for specific occupations.
  - c) Local employment opportunities in specific occupations.

10.3 Students will understand that the career development process should include comprehensive information such as:
- 10.3.1 Description of the occupation.
- 10.3.2 Employment outlook and trends.
- 10.3.3 Qualifications for the occupation.
- 10.3.4 Preparation for the occupation.
- 10.3.5 Entrance into the occupation.
- 10.3.6 Advancement in the occupation.
- 10.3.7 Working conditions.
- 10.3.8 Salary and fringe benefits.
- 10.3.9 Availability of job opportunities in desired geographical areas.
- 10.3.10 Expense, time, and effort in job preparation.

10.4 Students will develop a career development plan consistent with their personal interests, capabilities, limitations, values and aspirations.
- 10.4.1 Each student will choose an occupation consistent with his personal interests, capabilities, limitations, values and aspirations.

10.5 Students will pursue programs of study which are relevant to their career plans.
- 10.5.1 Each student will learn how each course pursued is relevant to his chosen career.
- 10.5.2 Students will be placed in either a job, job-training program, or post-secondary institution.

11. Students will make course selection related to student career interests.

11.1 Students will have indepth information about courses that are required and elective.
- 11.1.1 Students will explore information about courses and their career implications.

11th Grade - Career Plan Implementation

2 Sessions

1. Students will become aware of their individual strengths, limitations and interests.

1.1 Students will be able to assess their inherent abilities.

1.2 Students will assess their interests and acquired strengths and limitations.
- 1.2.1 Students will show relationships between interests, acquired strengths and limitations and occupations of interest.

1.3 Students will assess their range of personality components, such as: friendliness, independence, patience, thoughtfulness, and stability.
- 1.3.1 Students will explore the value of these characteristics to several occupations of interest.
- 1.3.2 Students will show relationship between these characteristics and several occupations of interest.

1 Session

2. Students will learn that personal dignity and worth in the work setting are products of productive activities.

2.1 Students will understand that an individual can achieve dignity by doing his job well.

2.2 Students will learn components of productive activities.

2.3 Students will understand that personal dignity and worth are related to the relative need for an occupation by segments of society.

3. Students will learn that not all work can be interesting, but that personal satisfaction can be achieved from work experiences which are commensurate with individual abilities, interests, personality traits and values.

3.1 Students will understand that people work for different reasons and receive different rewards.

3.2 Students will understand that work experiences commensurate with their abilities and interests have intrinsic values such as:
3.2.1 Satisfaction from achievement.
3.2.2 Personal recognition.

1 Session

6. Students will learn that preparation and career selection are related.

6.1 Students will understand that comprehensive information is needed concerning the requirements of a specific occupation such as:
6.1.1 Job title.
6.1.2 Educational and training requirements.
6.1.3 Availability of resources for the securing of educational and training requirements.
6.1.4 Expense, time, and effort in job preparation.

6.2 Students will relate specific courses in the existing curriculum to preparation for careers of interests.

1 Session

8. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

8.1 Students will learn that successful employees and employers possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.
8.1.1 Students will know successful employees and employers and will recognize that they possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

8.2 Students will learn that possessing traits such as communicative ability, punctuality, dependability, loyalty, and the ability to positively relate to others can contribute to increased productivity and higher standards of living.

8.3 Students will develop such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

1 Session

9. Students will realize the importance of work experience in developing a career plan.

9.1 Students will learn that work experience assists them in identifying personal adjustments which are necessary in pursuing occupations of special interest.

9.2 Students will understand that work experience can assist in the identification of pertinent information about the occupation.

4 Sessions

10. Students will develop and implement a career development plan.

10.1 Students will identify sources of information, guidance, and counseling which can be supportive in the development and implementation of a career plan.

10.2 Students will understand that present and future needs for a specific occupation should be considered in the process of developing a career plan.
- 10.2.1 Students will understand that supply and demand in the labor market will affect job opportunities.
- 10.2.2 Students will know the sources for information concerning:
  - a) Current employment for specific occupations.
  - b) Long-range trends in employment for specific occupations.
  - c) Local employment opportunities in specific occupations.

10.3 Students will understand that the career development process should include comprehensive information such as:
- 10.3.1 Description of the occupation.
- 10.3.2 Employment outlook and trends.
- 10.3.3 Qualifications for the occupation.
- 10.3.4 Preparation for the occupation.
- 10.3.5 Entrance into the occupation.
- 10.3.6 Advancement in the occupation.
- 10.3.7 Working conditions.
- 10.3.8 Salary and fringe benefits.
- 10.3.9 Availability of job opportunities in desired geographical areas.
- 10.3.10 Expense, time, and effort in job preparation.

10.4 Students will develop a career development plan consistent with their personal interests, capabilities, limitations, values and aspirations.
- 10.4.1 Each student will choose an occupation consistent with his personal interests, capabilities, limitations, values, and aspirations.

10.5 Students will pursue programs of study which are relevant to their career plans.
- 10.5.1 Each student will learn how each course pursued is relevant to his chosen career.

11. Students will make course selection related to student career interests.

11.1 Students will have indepth information about courses that are required and elective.
- 11.1.1 Students will explore information about courses and their career implications.

12th Grade - Career Implementation

2 Sessions

1. Students will become aware of their individual strengths, limitations and interests.

1.1 Students will be able to assess their inherent abilities.

1.2 Students will assess their interests and acquired strengths and limitations.
- 1.2.1 Students will show relationships between interests, acquired strengths and limitations and occupations of interest.

1.3 Students will assess their range of personality components, such as: friendliness, independence, patience, thoughtfulness, and stability.
- 1.3.1 Students will explore the value of these characteristics to several occupations of interest.
- 1.3.2 Students will show relationship between these characteristics and several occupations of interest.

1 Session

2. Students will learn that personal dignity and worth in the work setting are products of productive activities.

2.1 Students will understand that an individual can achieve dignity by doing his job well.

2.2 Students will learn components of productive activities.

2.3 Students will understand that personal dignity and worth are related to the relative need for an occupation by segments of society.

3. Students will learn that not all work can be interesting, but that personal satisfaction can be achieved from work experiences which are commensurate with individual abilities, interests, personality traits and values.

3.1 Students will understand that people work for different reasons and receive different rewards.

3.2 Students will understand that work experiences commensurate with their abilities and interests have intrinsic values such as:
- 3.2.1 Satisfaction from achievement.
- 3.2.2 Personal recognition.

1 Session

6. Students will learn that preparation and career selection are related.

6.1 Students will understand that comprehensive information is needed concerning the requirements of a specific occupation such as:
- 6.1.1 Job title.
- 6.1.2 Educational and training requirements.
- 6.1.3 Availability of resources for the securing of educational and training requirements.
- 6.1.4 Expense, time, and effort in job preparation.

6.2 Students will relate specific courses in the existing curriculum to preparation for careers of interest.

1 Session

8. Students will learn that punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others are necessary traits for productive activity and occupational improvement.

8.1 Students will learn that successful employees and employers possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.
8.1.1 Students will know successful employees and employers and will recognize that they possess such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

8.2 Students will learn that possessing traits such as communicative ability, punctuality, dependability, loyalty, and the ability to positively relate to others can contribute to increased productivity and higher standards of living.

8.3 Students will develop such traits as punctuality, dependability, loyalty, communicative ability, and the ability to positively relate to others.

1 Session

9. Students will realize the importance of work experience in developing a career plan.

9.1 Students will learn that work experience assists them in identifying personal adjustments which are necessary in pursuing occupations of special interest.

9.2 Students will understand that work experience can assist in the identification of pertinent information about the occupation.

4 Sessions

10. Students will develop and implement a career development plan.

10.1 Students will identify sources of information, guidance, and counseling which can be supportive in the development and implementation of a career plan.

10.2 Students will understand that present and future needs for a specific occupation should be considered in the process of developing a career plan.
10.2.1 Students will understand that supply and demand in the labor market will affect job opportunities.
10.2.2 Students will know the sources for information concerning:
a) Current employment for specific occupations.
b) Long-range trends in employment for specific occupations.
c) Local employment opportunities in specific occupations.

10.3 Students will understand that the career development process should include comprehensive information such as:
10.3.1 Description of the occupation.
10.3.2 Employment outlook and trends.
10.3.3 Qualifications for the occupation.
10.3.4 Preparation for the occupation.
10.3.5 Entrance into the occupation.
10.3.6 Advancement in the occupation.
10.3.7 Working conditions.
10.3.8 Salary and fringe benefits.
10.3.9 Availability of job opportunities in desired geographical areas.
10.3.10 Expense, time, and effort in job preparation.

10.4 Students will develop a career development plan consistent with their personal interests, capabilities, limitations, values and aspirations.
10.4.1 Each student will choose an occupation consistent with his personal interests, capabilities, limitations, values, and aspirations.

10.5 Students will pursue programs of study which are relevant to their career plans.
10.5.1 Each student will learn how each course pursued is relevant to his chosen career.

11. Students will make course selections related to career interests.

11.1 Students will have indepth information about courses that are required and elective.
11.1.1 Students will explore information about courses and their career implications.

12. Students will implement a career plan.

GM:bs
3/19/75

MOBILE COUNTY PUBLIC SCHOOLS
CAREER GUIDANCE LEADERSHIP INSTITUTE

Co-Sponsored by George Peabody College for Teachers
and National Alliance of Businessmen

November 11, 1974

Presiding: Dr. Richard L. LoDestro,
Deputy Superintendent
Mobile County Public Schools

9:00 - 9:15	Registration
9:15 - 9:30	Greetings - Dr. Harold R. Collins, Superintendent Mobile County Public Schools Mr. Richard Schneider Division Vice-President and General Manager Scott Paper Company NAB Metro Vice-Chairman
9:30 - 9:45	The Role of Business-Industry in Education Dr. Harold V. Rodrigues Director of Division of Engineering University of South Alabama Chairman, Chamber of Commerce Education Requirements Task Force
9:45 -10:30	Career Guidance: A Definition and a Challenge Dr. Ralph E. Kirkman George Peabody College for Teachers
10:30 -10:45	Break
10:45 -11:15	Career Education Model - Mobile County Public Schools Dr. Henry H. Pope, Assistant Superintendent Division of Curriculum and Instruction
11:15 -12:00	The National Alliance of Businessmen: A National Thrust in Career Guidance Sister Rita Fantin, NAB, Washington, D.C.. Director, Career Guidance Institute
12:00 - 1:00	Lunch
1:00 - 2:30	Preconditions for a Career Guidance Program - Planning and Carrying Out a Career Guidance Institute Dr. Ralph E. Kirkman

CAREER GUIDANCE LEADERSHIP INSTITUTE

Invitation List

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Mobile, Alabama 36601

John H. Baker
Supervisor, Vocational Education

Dr. James J. Benson
Assistant Superintendent
Division of Business Affairs

Ms. Mabel Biggs
Middle School Supervisor

Samuel T. Calloway
Administrative Assistant

Ms. Bernice Causey, Coordinator
Secondary Education

Ms. Wilhelmina Champlin
Coordinator, Special Education

Mr. Bob Clardy, Assistant Superintendent
Division of Pupil Personnel

Ms. Anna Clausen
Secondary Supervisor

Dr. Harold Collins
Superintendent

Mrs. Claire Wormley
Vocational Counselor, T.L.F.A.V.S.

Ms. Julia Davis
Supervisor, Elementary Education

Sgt. Reginald Daw
Supply NCO

Ms. Clara Dewitt
Supervisor, Library Services

Mr. Don Doherty
Administrative Assistant

Ms. Hazel Fournier, Director
In-Service

Ms. Voncile Frederickson, Supervisor
Elementary Health and Physical Education

Ms. Gladys Gordon
Supervisor, Social Studies

Ms. Helen Hasty
Coordinator, Title I

Ms. Bessie Holloway
Supervisor, Elementary Education

Dr. Doyle James
School Psychologist

Ms. Voncile Lackey, Supervisor
Adult Basic Education

Dr. Richard L. LoDestro
Deputy Superintendent

Dr. Michael Magnoli
Project Coordinator
Environmental Education

Miss Adele Mann, Coordinator
Elementary Education

Mr. Peter Nesbit, Supervisor
Adult Vocational Training

Mr. Larry Newton, Assistant
Superintendent, Division of
Personnel

Mr. Paul Orr

Ms. Louise Paulk, Supervisor
Vocational Education

Ms. Jo Ann Peary
Coordinator, Esaa Pilot Program

Ms. Edna Rhodes, Supervisor
Elementary Education

Dr. Frank Schneider, Assistant
Superintendent
Division of Staff Development

Mobile County Public Schools (cont'd)

Mr. Lamar Starkey, Supervisor
Industrial Arts

Mr. Lemuel Taylor
Assistant Superintendent
Special Services

Ms. Ruth Temonia
Supervisor, Elementary Education

Ms. Shirley Vickery, Supervisor
Guidance

Mr. Edward L. White
Assistant Superintendent
Division of Administration

Ms. Martha Wood, Supervisor
Pupil Personnel Counselors

Ms. Dixie Wooten, Supervisor
Public Information

Mr. George McKinney, Principal
Adams Middle School
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Saraland, Alabama 36571

Mr. Frank Wood, Principal
Alba High School
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Bayou La Batre, Alabama 36509

Mr. Joseph West, Principal
Azalea Middle School
3800 Pleasant Valley Road
Mobile, Alabama 36609

Mr. Otis Bronson, Principal
Baker High School
Route 1, Box 87
Mobile, Alabama 36606

Mr. Washington Callier, Principal
Belsaw Middle School
Shepard Lake Road
Mount Vernon, Alabama 36560

Mr. Samuel C. Burton, Principal
Blount High School
838 West Main Street
Prichard, Alabama 36610

Mr. Nathaniel Russell, Principal
Brazier Elementary School
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Mobile, Alabama 36617

Mr. Robert Schwartz, Principal
Citronelle High School
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Citronelle, Alabama 36522

Mr. L.E. Gilmore, Principal
K.J. Clark Middle School
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Chickasaw, Alabama 36611

Dr. George H. Davis, Director
Continuous Learning Center
1200 Springhill Avenue
Mobile, Alabama 36604

Mr. Lloyd Black, Principal
Davidson High School
3900 Pleasant Valley Road
Mobile, Alabama 36609

Mr. Fredric Knight, Principal
Dunbar Middle School
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Mobile, Alabama 36603

Mr. Billy Salter, Principal
Vanes Middle School
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Mr. Noah Lambeth, Principal
T.L. Faulkner Vocational School
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Mr. George A. Dickinson, Jr.
Fonvielle Elementary School
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Mobile, Alabama 36617

Mr. Thomas Jones, Principal
George Hall Middle School
1108 Antwerp Street
Mobile, Alabama 36605

Mr. Howard Vaughn, Principal
Hillsdale Middle School
6301 Biloxi Avenue
Mobile, Alabama 36608

Mr. Isum Richardson, Principal
Indian Springs Elementary School
Drawer C
Eight Mile, Alabama 36613

Mr. Travis Wharton, Principal
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P.O. Box 6
Grand Bay, Alabama 36541

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Montgomery High School
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Semmes, Alabama 36575

Mr. Charles D. Anderson, Principal
Murphy High School
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Mobile, Alabama 36606

Mr. Paul Sousa, Principal
Phillips Middle School
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Mr. Edward Antone, Principal
Prichard Middle School
528 Sipsey Street
Prichard, Alabama 36610

Mr. Ben Glover, Jr., Principal
B.C. Rain High School
3125 Dauphin Island Parkway
Mobile, Alabama 36605

Mr. Willie Bracy, Principal
Saint Elmo Middle School
Box 158
Saint Elmo, Alabama 36568

Mr. Robert Faulk, Principal
Satsuma High School
P.O. Box 158
Satsuma, Alabama 36572

Mr. Thomas E. Towey, Principal
Scarborough Middle School
1800 Phillips Lane
Mobile, Alabama 36618

Mr. Jack Gossett, Principal
Semmes School
Wolf Road
Semmes, Alabama 36575

Mr. J.T. Funderburk, Principal
Shaw High School
5960 Arlberg Street
Mobile, Alabama 36608

Mr. Henderson Young, Principal
Theodore High School
Route 4, Box 668
Theodore, Alabama 36582

Mr. Charles Rhodes, Principal
Toulminville High School
2263 St. Stephens Road
Mobile, Alabama 36617

Mr. Edward Phillips, Principal
Trinity Gardens Middle School
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Mr. Herman Shoemaker, Principal
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Mr. Fred Green, Principal
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Mr. Lemuel Keeby, Principal
Williamson High School
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Bishop State Junior College
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Mr. Don Jeffries, Director
Southwest State Technical College
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Mr. Tommy Gilmore, Counselor
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Mr. Al Green, Director
Carver State Technical School
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Mr. Ronnie Edge, Public Relations Officer
Carver State Technical School
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Dr. William F. Weaver, President
Mobile College
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Dr. F.M. Keebler, Academic Dean
Mobile Business College
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Dr. Ralph Jones, Dean
Graduate Studies
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Dr. Lathem Sikes, President
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Mr. Stanley Crosse, Counselor
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Bay Minette, Alabama 36507

Dr. Burton Beck
Dean of Instruction
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Research and Evaluation Section
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Career Services
State Office Building
Montgomery, Alabama 36104

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University of Alabama
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University, Alabama 35486

Dr. Leeman C. Joslin
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University, Alabama 35486

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Placement Officer
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Ms. Doris Wilson
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Ms. Gloria Caponis
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Ms. Mildred Samuels
Robbins Elementary School
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Prichard, Alabama 36610

Mr. David Martin
Stanton Road Elementary School
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Mobile, Alabama 36617

Ms. Christine Walker
Warren School
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Mobile, Alabama 36607

Mr. Homer L. Sessions
23 Macy Place
Mobile, Alabama

Mr. Norman J. Berger
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Mobile, Alabama

Mr. William B. Crane
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Mobile, Alabama

Mr. Robert Williams
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Mobile, Alabama

Mr. Charles E. McNeil
411-12 Merchants National Bank Bldg.
Mobile, Alabama

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MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

Career Guidance Institute Curriculum Steering Committee

Mobile County Public Schools -

1. Dr. Henry H. Pope, Assistant Superintendent
   Division of Curriculum and Instruction
2. Dr. Frank Schneider, Assistant Superintendent
   Staff Development Division
3. Miss Adele Mann, Coordinator of Elementary Instruction
   And Elementary Supervisors
4. Mrs. Bernice Causey, Coordinator of Secondary Instruction
   And Secondary School Supervisors
5. Miss Louise Paulk, Supervisor - Vocational Education
6. Mrs. Mary Edwards, Middle School Career Education
   Resource Specialist
7. Mrs. Jean Brannan, Job Placement Specialist
8. Mrs. Glenys Mason, Career Education Resource Specialist
   Institute Director

National Alliance of Businessmen -

1. Mrs. Helen Martin, Alabama State Employment Office
   Manager of Manpower Development N.A.B.
2. Mr. Richard Schneider, Division Vice-President And
   General Manager of Scott Paper Company
   Metro Vice-Chairman, N.A.B.
3. Mr. Ernest W. Todd, President - Home Savings and Loan Association
   Metro Chairman of N.A.B.
4. Mr. Walter Underwood, Human Resources - Mobile Chamber of Commerce
   Youth Director N.A.B.
5. Mr. Robert C. Knauer, Metro Director N.A.B.

GTM:tg
1-16-75

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

Career Guidance Institute Goals

1. To provide counselors, educators, and members of the business community with a greater sensitivity to the special needs of economically disadvantaged, in-school youth.

2. To upgrade existing career guidance programs so that teachers, counselors, and administrators will have the knowledge, skills, and attitudes needed to assist students in making realistic career goals.

3. To acquire the knowledge, skills, and attitudes needed to develop an implementation model for respective participating schools.

4. To expand the role of the classroom teacher in providing career guidance to students.

5. To increase educator awareness of private sector career opportunities available to high school and college graduates.

6. To establish regular working relationships between local, top-level businessmen, community leaders and educators through a Joint Utilization of Industry, Community and Education (JUICE) committee that will stimulate and guarantee continuing support for on-going career guidance institutes.

7. To assist educators and employers to become more aware of the need to match school system educational requirements with employer job requirements.

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1-21-75

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

CAREER GUIDANCE INSTITUTE

George Peabody College for Teachers--Mobile County Public Schools

February 17 - March 29, 1975

DATE	TIME	ACTIVITY	APPROXIMATE HOURS REQUIRED
February 17 Monday	12:30	Luncheon - Training Session for Business and Industry Participants Only	6
	3-6:00	Training Session for School Participants; Introduction to CGI; Role of NAB in Career Guidance; Pre-Test; Discussion of Curriculum - Barton Auditorium - Consultant: Dr. Ralph E. Kirkman, Peabody College	
February 22 Saturday	8:00	Barton Auditorium - Sensitivity Tours of Impacted Areas of Mobile and Prichard	6
February 24-28 Monday - Friday	3-6:00	Sensitivity Training Each participant is required to go through the entire process of filing an application for employment with a local firm.	6
March 1 Saturday	8:00	Barton Auditorium Reports on Sensitivity Tours and Training Career Education Communicating with Disadvantaged Consultant: Miss Dede Sharpe, Georgia State Department of Vocational Education, Atlanta, Georgia	6
March 4 Tuesday	8:00-4:00	Public Service Tours: Alabama State Employment Service Office Mobile City Hall Mobile County Courthouse, Personnel Board	6

March 4 Tuesday	8-4:00	Lunch United States Federal Building United States Corps of Engineers
March 8 Saturday	8:00	Reports on Public Service Tours Theories of Vocational Choice Motivating Disadvantaged Youth Consultant: Dr. Leeman Joslin Professor of Behavioral Studies Chairman of Programs in Counseling and Guidance - University of Alabama
March 18 Tuesday	3-6:00	Health Cluster Tours
March 20 Thursday	3-6:00	Marketing and Distribution Cluster Tours
March 22 Saturday	8:00	Reports on Marketing and Distribution Tours Creative Uses of Dictionary of Occupational Titles Consultant: Miss Shirley Clark, Alabama State Employment Service The Function of Economics in Career Education - Occupational Training Consultant: Dr. William E. Schenik Chairman of Department of Economics Director of Center of Economic Education University of South Alabama
March 25 Thursday	3-6:00	Transportation Cluster Tours

March 27 Thursday	3-6:00	Manufacturing Cluster Tours
March 29 Saturday	8:00	Metro-Mobile Employment Opportunities Training Opportunities Wrap-Up Discussion Post-Test Evaluation Seminar

(There will be some flexibility for changing afternoon tour-day during the same week.)

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

Career Guidance Participants

Margaret B. Lyon	S.S. 420-48-2027
Principal Nan Gray Davis School	Phone: 661-0284
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Teacher with Environmental Education Project	Phone: 438-6011 Ext. 460
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Johnnie M. Franklin	S.S. 418-44-2391
Counselor Baker High School	Phone: 342-6881
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Clarence A. Duncan	S.S. 423-30-8949
Assistant Principal Murphy High School	Phone: 479-4526
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Teacher Hillsdale Middle School	Phone: 342-3351
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Howard Vaughn, Jr.	S.S. 424-46-8687
Principal Hillsdale Middle School	Phone: 342-3351
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Mabel D. Biggs	S.S. 422-09-0192
Elementary Instructional Supervisor	Phone: 438-6011 Ext. 368
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Miss Adele Mann	S.S. 242-50-3408
Coordinator Elementary Curriculum & Instruction	Phone: 438-6011 Ext. 346
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Isum Richardson
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Nolan C. Griffin
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Lois V. Stevenson
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Pascagoula, Mississippi

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Phone: 588-6226
Area Code: 601

Earl Roy Liggett
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MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

Questions for Public Service Cluster Tours

1. Overview of Agency Operations

   (1) Briefly identify the main function of this agency or division.

   (2) What role does this agency play in the economy of the Metro-Mobile area?

2. Employment Needs and Requirements: General

   (1) Describe the occupational profile of this company in terms of professional, skilled, semi-skilled, laborers who work here.

   (2) What are your recruitment and employment practices?

   (3) What are the procedures for being employed by your agency?

   (4) What are the minimum job requirements in several employment areas?

   (5) What are minimum wages?

   (6) What are the minimum schooling requirements?

   (7) What additional training is required?

3. Employment of Disadvantaged and Minority Groups

   (1) What percentage of your employees are from minority groups or disadvantaged youth?

   (2) Do you specifically recruit from high schools in disadvantaged areas?

   (3) Do you offer specific employment advantages to disadvantaged youth?

   (4) Reviewing your employment application procedures, do you see any aspects of the application process that would be particularly difficult for a disadvantaged youth?

   (5) Describe the present employment outlook for youth. For disadvantaged youth. In what areas do needs presently exist? Will you have part-time jobs for youth in general or for disadvantaged youth in the coming year?

   (6) What are the trends for employment of youth with your business in the next five years?

(7) What hope has the disadvantaged youth for advancement in your company?

4. Training Provisions for New Employees

(1) Is on-the-job training provided?

(2) Is there an apprenticeship training program?

(3) Does the firm pay tuition costs for technical training?

(4) Is there specific training available in this area to meet job requirements?

5. Articulation between Business and Schools

(1) List specific needs of students to be better prepared to gain employment with your business.

(2) In what ways do you see schools changing to better educate youth? disadvantaged youth?

(3) List specific ways a counselor or teacher can assist high school graduates and/or dropouts to gain employment with this firm or agency.

(4) What provisions do you suggest for continuing a meaningful relationship between schools and your firm or agency?

6. Experiences Provided for Students

(1) What speakers are available to talk to classes of students?

(2) Can field trips be arranged for students?

GTM:tg
1-28-75

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

Career Guidance Institute
Summary of Comments

I would like to have a Career Guidance Institute implemented during the summer or early fall for teachers who are interested in beginning career education modules in their classrooms, as a result of this institute (except the teacher and principal in attendance now.)

Regular guidance counselors need the next training session.

I would make the institute a must for each teacher that is teaching our children in the public schools. How can a teacher that has never worked in public work understand the needs of our young people? Teachers must look at the world of work.

This institute has been a decisive help to me in making the tie between the business world, industry and the school. I feel that any future institute conducted with any further improvements will be of a big help in communicating with the deprived student and the needs of industry in Mobile County. I also feel that classroom teachers on both high, middle and elementary levels should be included. It would not be a bad idea if some deprived students could be included.

This institute has been most helpful to me in visiting industries. I want to thank you again for letting me be in the Career Guidance Institute. Mrs. Mason I would not change anything in the way you put the institute over.

It is my opinion that a greater number of classroom teachers should be involved in seminar experiences, such as the institute we've shared. (Teachers at all levels - from private, parochial, as well as public school systems - should be involved.)

More administrators, counselors and classroom teachers need to be involved in this type of training workshop.

The institute has been quite an experience for me. I've never been exposed to so many varied areas in industry. I would like to see more institutes serving a wider range (especially where teachers are concerned.)

The institute should be repeated for additional participation. Students (seniors, dropouts, etc.) should give us current input on their job seeking activities. Federal agencies could show us the umbrella of their efforts for job opportunities among disadvantaged.

Future institutes should be directed by people who are thoroughly indoctrinated with the career education concepts and objectives as this one has been.

The institute was the best one I have participated in or have known about. I enjoyed the entire institute.

The future institutes should involve more counselors and teachers.

This institute, as indicated in the rating, has been well planned and executed. It was clearly evident as we interacted with the businessmen that the ground work had been carefully laid. There was much enthusiastic participation by both the educators and the businessmen. I would hope that educators would not accept this as a one-time experience, but will continue to keep in touch with the needs of business and will strive to help provide youth capable of meeting these needs. If there is another of these institutes in the near future, I think it would be advisable to reverse the order of the business visitation. We lost some of our enthusiasm near the end because we were more knowledgeable and were tired. This should not happen to the business at the bottom of the list twice in a short time.

Involve more classroom teachers.

We need more teachers to go through the same program.

The institute was really fantastic but in some instances the business concerns could have explained their processes without interrupting the business day. Case in point: The Alabama State Employment Agency assignment forced the participants to lie and the computers to hum. Perhaps the experience would have been less traumatic if I could have sat at an interviewers' elbow. If the staff could make an effort to improve the one area I would feel so much better. This is not to imply that my experiences have been negative, they have really been informative.

A central (to the participants working location) meeting place in which a bus or van could carry participants on the tours. A more specific statement concerning the individual project early in the course, perhaps with an overview checklist. Tours could be earlier in the day.

My only comment is that I enjoyed the many businesses we visited and the many professions encountered on these tours. My only regret is that we did not tour the most important profession or business place on my list...The Mobile County Public School System and it's vast and varied range of duties. I feel a thorough examination of this system would help enhance this course.

Recommendations: Time, ways, and means to have similar institutes for teachers and principals involved in the Early Childhood Education unit (K-3).

Provide opportunity during this summer for another institute. Continue to involve elementary teacher, principals and other administrators in these institutes. Involve several assistant superintendents in entire institute - tours, etc. Involve the Board - one member in entire institute.

Glenys, you did a super job. In some cases, plan not to cover so much on tours such as the all day during school hours.

The content and structure of this institute was/is very good. I wish more people from industry could have been here and shared with us as a group. I would like to see all of the counselors involved in the same type of institute.

Utilize the present career staff in promoting and carrying on other institutes like this one. Teachers having such a opportunity and interested P.T.A. members would be impressed. Even students from collective schools - then return to home base to share. Example: Mechanical Drawing students (representative group) for all high schools.

GTM:tg
3-31-75

APPENDIX 5

State of Alabama

Department of Education

DIVISION OF
VOCATIONAL EDUCATION and COMMUNITY COLLEGES
State Office Building
Montgomery, Alabama 36104

LeRoy Brown
State Superintendent

T. L. Faulkner
State Director

March 17, 1975

RECEIVED
MAR 19 1975
SUPERINTENDENT

RECEIVED
MAR 20 1975
CURRICULUM AND INSTRUCTION

Dr. Harold R. Collins, Superintendent
Mobile County Board of Education
Post Office Box 1327
Mobile, Alabama 36601

Dear Dr. Collins:

This school year completes the three years of funding of your career education project through the State Department of Education, Division of Vocational Education and Community Colleges. We hope that this assistance has facilitated your development and institutionalization of the career education activities. We look forward to observing the continued growth of career education in your system through your regular vocational education program.

The purpose of state support for these types of programs is two-fold: (1) help offset the additional costs of installing a new educational activity and (2) provide an example to other school systems of the procedures and value of implementing the new educational activity. A three year overview and evaluation of the project is needed to maximize the benefit other systems receive from the program. Members of our research staff can provide leadership in the design and development of an evaluation and overview. However, we would greatly appreciate your project staff assisting our research staff in the identification, collection and analysis of data and information concerning the three year program. Representatives of our research unit should be contacting your project staff in the near future concerning this activity.

We wish you continued success in your program and hope that other school systems will benefit from your leadership. If you have specific questions concerning the close out of the project please contact Dr. John Roth of our research unit at 832-3476 or (ACTS) 345-3476.

Sincerely yours,

T. L. Faulkner, State Director
Vocational Education & Community Colleges

TLF/mnw

cc: Dr. Douglas Patterson

Ms. Mason:

ATTACHMENT 6

This is a copy of the letter which was mailed to the Kiwanis membership. The cards are being returned slowly. Attached is the list of responses received as of 1/28/75. I will forward addenda as others are received.

Jan
Jan Bolton

January 15, 1975

RECEIVED
JAN 30 1975
CAREER ED

Dear Sir:

You are cordially invited to participate in an important program of the Mobile Kiwanis Club. The Committee on Vocational Education is attempting to inaugurate a vital and significant program in the Mobile High Schools. Career opportunities will be the primary emphasis. Arrangements have been made for appropriate speakers to be scheduled to present career opportunities to the students on a scheduled basis. Will you please fill in the attached postal card and return it to me if you are willing to volunteer your services?

Sincerely yours,

Howard M. Phillips

Howard M. Phillips
Vice President for Academic Affairs
University of South Alabama
Mobile, Alabama 36688

HMP/jb
Encl.

SUMMARY OF RESPONSES - Kiwanis Vocational Education Committee
(Listed by Subject as of January 27, 1975)

BANKING, SAVINGS AND LOAN, REAL ESTATE APPRAISING

Rex Rapier	438-2411	

BUSINESS ADMINISTRATION

Hugh Castex	471-2551	(Marketing)
Donald C. Mosley	460-6419	(Acctg., Marketing, Ind. Relations, Etc.)
George C. Downing	432-3561	(Business or Manufacturing)
Robert E. Kirby, Jr.	433-5494	(Better Business)

COMMUNICATIONS - Telephone

R. N. Travis	432-9033

CONTRACTING AND REGIONAL PLANNING

Norman J. Walton	344-0282

ECONOMIC DEVELOPMENT AND BANKING

Sheldon Morgan	438-1711

ENGINEERING

J. M. Clark	433-3982	(Civil)
Robert O. Harris, Jr.	-	(Civil)
Lynn C. Doyle	342-2920	(Civil)
J. Reed Gaskins	457-8611	(Engineering-Chemical Mfg.)

HOSPITAL AND HEALTH CARE - Related Fields

John O. Tucker	433-3511
Ernest L. Meier	Providence Hospital

INSURANCE

Austill H. Pharr, Jr.	471-4352	
Russell Terry	344-3550	(Life and Health)
R. E. Finch	432-5452	(Life and Pensions)
Harland Ison	478-0482	
David Mechler	471-2546	(Life and Casulty)

JOURNALISM, ADVERTISING AND COPY WRITING

Carl G. Haug	432-5501

Summary of Responses - Page 2

LAW

Albert J. Tully	432-8863
Robert F. Adams	432-7683
Theodore L. Hall	~~432-7683~~ 433-3901

MEDICINE

Dr. Edmond C. Henson	-

PATHOLOGY

Dr. Earl B. Wert	433-3511, Ext. 681

PUBLIC RELATIONS

Herman L. Moore	457-8911

REAL ESTATE APPRAISAL

Lucien Bates	433-3986

REAL ESTATE

Bill Thomas	471-6211

RETAIL SALES

Richard L. Frank	-

STOCKS AND BONDS

Wythe L. Whiting III	433-0411

NO SUBJECT GIVEN (Card returned - signed)

Charles L. Rehm, Jr.	457-8911
Dr. Jack O. Yeager	433-2564
Homer Sessions	471-6211 (General)

SUMMARY OF RESPONSES - January 28, 1975

Airline Industry	
Johnny Kelly	Southern Airways
U.S. Customs Service	
Clarence C. Howard	438-4683
Public Warehousing	
Frank Ellis, Jr.	433-2577

Kiwanis Vocational Education Committee - Addendum

LAW - LABOR RELATIONS

Talbot Steel 432-6641

BUSINESS - ENGINEERING - MILITARY

Capt. GeraldApplegate 460-6411

RETAIL JEWELRY - REAL ESTATE - SALESMANSHIP - SHEET METAL

Cliff Harris 433-1333

LAND TITLE INSURANCE - ABSTRACTING - LAW

George K. Williams, Jr. 433-4995

MEDICINE - SURGERY

Dr. Charles D. Ebert (1563 Springhill)

PULP AND PAPER INDUSTRY (All facets)

Owen G. Davis 433-0581

GOVERNMENT - POLITICS

Lowell Addy 438-7469

Sonny Callahan (State Government) 457-6671

RETAILING

Albert Metzger 438-1633

RECEIVED
FEB 6 1975
CAREER ED

Kiwanis Vocational Education Committee - Addendum

REAL ESTATE	
Joseph H. Locke	438-7401
Robert B. Berg	479-9511
RETAIL SALES/MANAGEMENT	
R. A. Arendall	479-8595
HEALTH AND MEDICAL CARE	
H. Aubrey White	433-3907
CONSTRUCTION	
George K. Noland	479-0529

Kiwanis Vocational Education Committee -- Addendum - 2/19/75

Architecture

Dillon T. March	432-0855

Marketing and/or Data Management

Bill Stiefel (William C.)	342-9496

No Subjects Given

William M. Heard, Jr.	433-2534
Raymond D. McCoy	Mobile Federal Savings and Loan

MOBILE AREA

Inter Engineering Societies Council

P. O. BOX 2041 MOBILE, ALABAMA 36601

MEMBER SOCIETIES

National Society of Professional Engineers
American Institute of Industrial Engineers
American Society of Mechanical Engineers
American Society of Civil Engineers, Alabama Section
Institute of Electrical & Electronic Engineers
Society of Petroleum Engineers of American Institute of Mining Engineers
American Institute of Chemical Engineers
Instrument Society of America
Illuminating Engineering Society, Gulf Coast Chapter
American Society of Heating, Refrigeration & Air Conditioning Engineers
Society of American Military Engineers
Technical Association of the Pulp & Paper Industries
American Society of Safety Engineers
University of South Alabama Engineering Society

March 24, 1975

RECEIVED
MAR 25 1975
CURRICULUM AND INSTRUCTION
VOCATIONAL EDUCATION

Mrs. Sharon English
Career Education
Mobile County Schools
P. O. Box 1327
Mobile, Alabama 36601

Dear Mrs. English:

I want to thank you and the other people in your group for organizing the Engineering Week School visitation schedule. Attached is three (3) copies of the schedule including the names of the engineers who visited the schools and the number of students in attendance.

The school visitations were accomplished by 31 engineers from 16 local industries or companies, 2 professors and 4 students from the University of South Alabama, who visited 12 schools in the Mobile area and talked to over 2000 students.

If I can be of any help with school visitations requiring engineers, please advise me.

Sincerely,

R. P. Mosher

R. P. Mosher, Chairman
Engineering Education Committee

RPM:kdw

Attachment

cc: Mr. Andrew Douglas
139 Florence Place
Mobile, Alabama

FEBRUARY

MONDAY 10	TUESDAY 11	WEDNESDAY 12	THURSDAY 13	FRIDAY 14
		MOBILE COUNTY TRAINING Math 8:20 - 11:00 a.m. 3 presentations Earl Wilson - 457-8611 Union Carbide Corp. Andrew Douglas-473-6642 Retired Mr. Merriweather Ms. Sibling 124 Number of Students In Attendance Film "A Piece of the Action"	PHILLIPS - Math 8:05 - 10:00 a.m. 2 presentations Bob Martin - 438-6071 Alabama Power Company Gerry Bell - 438-6071 Alabama Power Company 10:05 - 11:50 a.m. 2 presentations Robert Mott - 344-4744 Walk, Haydel & Assoc. Dave Berthaume - 457-8611 Union Carbide Corp. 12:45 - 2:30 p.m. 2 presentations Barbara Pitre - 433-3982 J. B. Converse & Co. Bob Schmidt - 432-1881 Alcoa Mr. Burt, Ms. Cherniak Ms. Whittman, Ms. Eaton Ms. Thomas 528 Number of Students In Attendance Film "Careers in Engineering"	TOULMINVILLE 8:20 - 11:15 a.m. 3 presentations Fred White - 675-0950 Stauffer Chemical Co. James Dunnam - 433-0581 Scott Paper Company 12:50 - 3:00 2 presentations J. Miller - 456-6805 - USA Univ. of South Alabama Arthur Thompson-433-0581 Scott Paper Company Mr. McMullan Ms. McDonald Mr. Kellog Analysis, Math, Algebra Geometry 116 180 Number of Students In Attendance Film "A Piece of the Action"

FEBRUARY

MONDAY 17	TUESDAY 18	WEDNESDAY 19	THURSDAY 20	FRIDAY 21
AZALEA - Math 8:35 - 11:00 a.m. 3 Presentations Ryan Ringo - 476-4985 Retired Alan Harrison -457-8611 Union Carbide Corp. 11:05 -12:50 2 Presentations C. W. Kling - 690-2636 Corps. of Engineers Lloyd Oliver - 690-2624 Corps. of Engineers 12:55 - 2:30 p.m. 2 Presentations C. W. Kling - 690-2636 Corps. of Engineers Lloyd Oliver - 690-2624 Corps. of Engineers Mr. Nassar, Mr. White Ms. Hardy, Mr. Smith Ms. Trotter 305 Number of Students In Attendance Film "Careers in Engineering"	~~DUNBAR - Math (7 & 8)~~ ~~9:05 - 11:05 a.m.~~ ~~2 Presentations~~ CANCELLED ~~Mr. Grubbs, Mr. Hill~~ ~~Mr. Sandborn,~~ ~~Ms. Van Rossen~~ ~~Ms. Cooper~~ ~~___ Number of Students In Attendance~~ RAIN 12:30 - 1:20 1 Presentation Ken Hart - 457-3682 Alabama Power Company Barbara Pitre - 433-3982 J. B. Converse & Co. Ms. Rayburn Mr. Deer Algebra, Analysis 13 Number of Students In Attendance Film "Careers in Engineering"	RAIN 8:00 - 10:40 a.m. 3 Presentations Rick Buckmann - 675-0950 David Martin - 432-4691 Ms. Rayburn, Mr. Deer 70 Number of Students In Attendance BLOUNT 9:10 - 9:55 2 Presentations Dave Ramey - 457-8611 Union Carbide Corp. Earl Wilson - 457-8611 Union Carbide Corp. 50 Film "Careers in Engineering"	HALL - Math 7:40 - 10:20 a.m. 3 Presentations R. Len Tinnell-457-8911 ext. 592 Int. Paper John Karsh - 460-6944 Univ. of South Alabama Ms. Thompson Ms. Slaughter ___ Number of Students In Attendance DAVIDSON 1:30 - 2:30 1 Presentation Ed Cimino - 457-8651 Diamond-Shamrock Larry Shultz Univ. of South Alabama Mrs. Hull Film "A Piece of the Action"	EANES - Math 8:05 - 10:30 a.m. 3 Presentations Pat Kennedy - 433-3982 J. B. Converse & Co. Dr. Rodriquez - 460-6101 Univ. of South Alabama 10:35 - 12:25 2 Presentations Pat Kennedy - 433-3982 J. B. Converse & Co. Dr. Rodriquez - 460-6101 Univ. of South Alabama 12:30 - 2:15 p.m. 2 Presentations Lewey S. Horn - 457-8911 Int. Paper Co. ext. 246 Tom Wilson - 457-8911 International Paper Co. Ms. Novack, Mr. Jones Ms. Pitts, Ms. Russell Ms. Stevens, Ms. Gabel Ms. Phillips, Mr. Hancock 255 130 Number of Students In Attendance Film "Careers in Engineering"

FEBRUARY

MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28
WASHINGTON - Math 8:25 - 10:50 3 Presentations Jim Phillips - 471-1405 Coast Corporation Tony Lazanowski - 675-0950 Stauffer Chemical Co. Ms. Koplin Mr. Myles FAIRHOPE Claude Arnold R. Lucier Rockwell-457-8911 Int. Paper Co. Ext.491 120 Number of Students 270 In Attendance Film "A Piece of the Action"	WILLIAMSON 9:15 - 12:05 3 Presentations Richard Macon - 460-6944 Univ. of South Alabama Shell Chemical- 675-2450 ask for John Willett Jack Williams Mr. Graham, Mr. Davis Mr. Ward, Mr. Rodericues Mr. Wallace Math Analysis Geometry Algebra 12:05 - 3:00 p.m. 3 Presentations Mike Kerston - 478-1190 Univ. of South Alabama Shell Chemical Company 120 Number of Students In Attendance Film "Careers in Engineering"			

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

ESSA-CAREER EDUCATION GROUP DYNAMICS WORKSHOP
Barton Auditorium
Middle School Counselors, May 30-31, 1975

Comments in response to:

Please identify in-service activities desirable as follow-up to this workshop.

Dr. Griffin's assistants made us feel wanted and needed as Counselors. I enjoyed both sessions and would like to go again if Dr. Griffin is invited.

Listing of materials at Barton which will enable us to achieve stated objectives.

I suggest that we would consider having Dr. Griffin hold at least three IN-SERVICE ACTIVITIES WORKSHOP of this kind during the school year.

In favor of follow-up. Would like very much to see consultant work with a group of middle school children.

Planned group dynamic workshops during regular school year.

Follow-up workshops for the purpose of redirection and evaluation of group counseling process in the schools will be very important to the success of the over-all program in the system.

1. Display of available materials and how they can be used.
2. Other activities other than relaxation games.
3. A more structured concrete plan for next years program.

1. They expect complete cooperation, 2. Willing minds, 3. Advancement,
4. Be able to successfully score on SRA and Otis Tests.

I would like to spend some extra time with Dr. Griffin and his assistance. They were all interesting and initiated many new and profitable techniques to me which must be used on my job. I know the students will love the new techniques.

1. Have Dr. Griffin and his assistants to come back and give further assistance.
2. Give to the group materials that have been proven good in group guidance.
3. Hold Counselor's Workshop on in-service day of each month.

The workshop I feel was productive. I think follow-up sessions need to continue - maybe in the summer or next year.

GTM:ehb

6/9/75

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

ESAA-Career Education Group Dynamics Workshop
Barton Auditorium
High School Counselors, June 6-7, 1975

Comments in response to:

Please identify in-service activities desirable as follow-up to this workshop.

Same consultants involved in an evaluation or in-service workshop during October or fall.

Have this same group meet at end of first quarter for a check-up to resolve any difficulties faced and to share positive experiences.

More interaction in small group under directorship. Follow-up in fall to see how we are doing.

Meeting at end of first quarter to ask questions about problems encountered, etc. Same group and same team.

Follow-up meetings during school year - to see if as a group we are dealing with the group process.

Have "magic circles" and let counselors share their techniques used during year.

More of the same - on school days.

Feedback during fall - sharing of ideas that different counselors have found successful in their groups.

Tours and group activity seem to have been the most desirable.
**Special consideration should be given to holding the same kind of meeting next year to determine if progress is being made.

At least twice yearly, materials to organize activities, field trips.

1. More practice in group dynamics with new group.
2. Group work directly related to career.

Give demonstration of how the small group may cause student participate and reflection.

We should have a meeting at the end of the semester to determine results from workshop.

End of first quarter meeting to iron out problems.

Please identify in-service activities desirable as follow-up to this workshop.

We should have a follow-up of this session right after we have started the school year. I think a session should be conducted during the last of October. The session in October would be very helpful by giving us a chance to follow-up to see if we are going into the right direction.

Have the consultants come back twice. They should come in at least three times a year.

We should have an in-service meeting sometime during the first quarter of school.

Tours to industries and businesses in Mobile and surrounding counties. More career guidance workshops.

After trying to carry out the new plans, I feel that we should meet to go over problems, progress, etc. - maybe at the end of first quarter.
I feel that counselors should be considered in all planning phases of new program.

1. More workshops of this nature (follow-up).
2. Techniques beneficial for small groups can be extended.

Meetings to discuss problems. More workshops like these with these people.

More examples of concrete group activities. Suggest group leaders from University of Alabama return.

GTM:ehb